



Connect

Primary 3

Student's Book



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, Connect, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's there senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

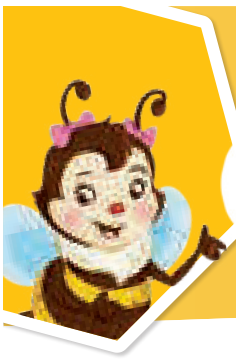
At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally _ curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education



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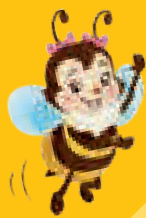
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Scope and Sequence:

Theme 1

Theme 1 Who am I?				
Unit	Unit 1 I feel happy! 	Unit 2 What's the matter? 	Unit 3 On the weekend 	Review 1
Vocabulary	angry, excited, happy, hungry, sad, thirsty, tired	cold, cough, fever, headache, sick, well; stomach, bone, heart, skin	collect magnets, draw pictures, listen to music, play sports, sing a song, take photos	Revision of units 1- 3
Language	How do you feel? I feel happy. He feels happy. She is excited.	What's the matter? I have a fever. I'm sick because I have a headache.	I am playing sports. I like (playing sports), but I don't like (singing). I draw pictures on Saturdays. I play tennis at ten thirty-five.	
Phonics	ee: feel, bee, sleep ea: leaf, clean, eat, meat	ck: sick, black sk: skin, skirt, sky	ng: sing, fishing sp: sports, space, spider	
Life skills	Communication skills: Self-expression: Talking about feelings	Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy Empathy Resilience	Creativity Empathy	Self-management Self-assessment
Values	Perseverance Compassion	Independence Compassion	Participation Compassion	
Issues and challenges	Social participation Preventative health	Therapeutic health Preventative health	Non-discrimination for people with special needs	
Integrated cross-curriculum topics	Preventative health: A healthy lifestyle Math: Measuring lengths using millimeters and centimeters	Science: Parts of the body; Personal hygiene; Medicines and safety	Math: Telling the exact time Science: Magnets	

Scope and Sequence:

Theme 2

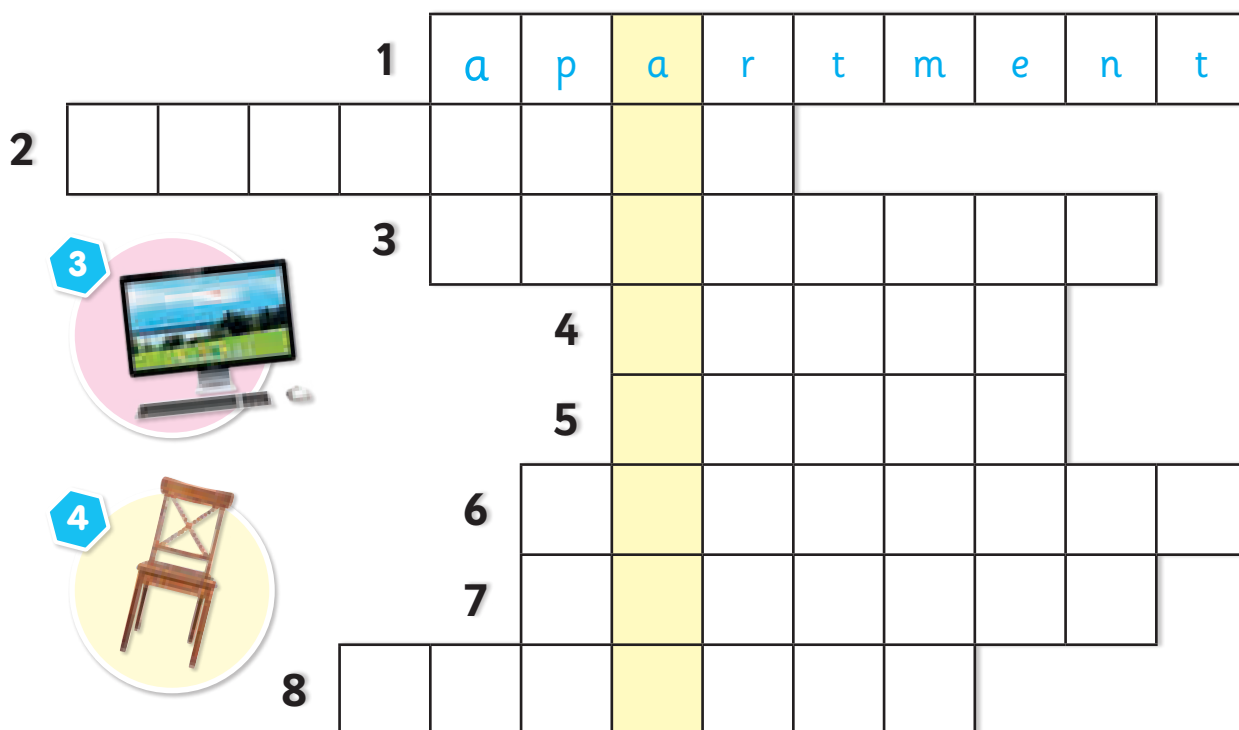
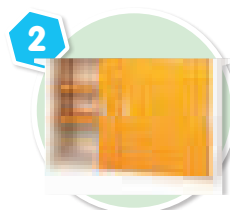
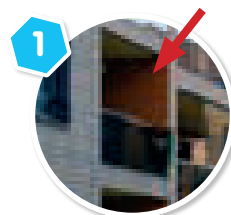
Theme 2 The world around me				
Unit	Unit 4 I love my home 	Unit 5 At the zoo 	Unit 6 Let's go to the circus! 	Review 2
Vocabulary	armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television	elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic	clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart	Revision of units 4-6
Language	What's in the living room? There's a clock. It's next to the bookcase. There are chairs across from the TV.	Where are the hippos? Go straight. Turn left/right. How about going to the elephants? Good idea!	What does the clown look like? He is tall and thin. What's that? It's my pencil case. It's my rectangle.	
Phonics	air: hair, chair, pair ear: ear, beard	ph: photo, elephant wh: white, whale, when, where	ou: cloud, mouse, mouth, pound ow: clown, cow, flower	
Life skills	Collaboration	Communication Critical thinking	Respect for diversity Creativity: Appreciation of art and skill Problem-solving	Communication Participation
Values	Cooperation Respect	Independence Curiosity	Curiosity Appreciation of science	
Issues and challenges	Loyalty and belonging	Awareness of duties and rights Environmental responsibility	Community participation	
Integrated cross-curriculum topics	Social Studies: Helping at home Math: Multiplication and division Science: Natural resources in Egypt	Social Studies: Using a map Science: Animal habitats Math: Understanding fractions	Art: Performing art Math: Quadrilaterals; Finding information on a graph Science: Using simple experiments to answer a question	



Let's remember



1 Look and write. What is the mystery word in yellow?



The mystery word is:

.....



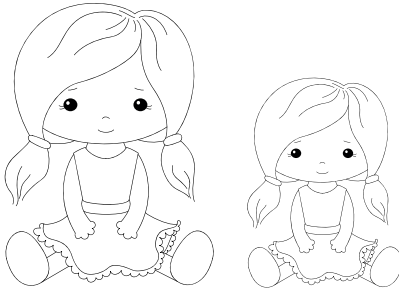
2 Read and match the questions and answers

- | | |
|---------------------------------------|--|
| 1 Are there any bananas? | a These are my toys. |
| 2 What do you have in your apartment? | b I'm fine. |
| 3 How are you? | c It's next to the supermarket. |
| 4 What are these? | d No, there aren't. There are some apples. |
| 5 Where's the station? | e I have a kitchen, a living room, two bedrooms, and a bathroom. |



3 Read and trace

1

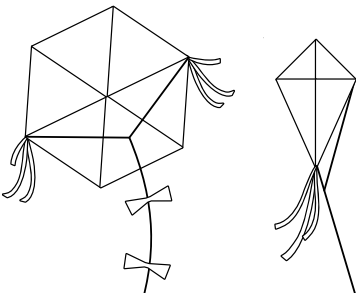


There's a short, blue robot / doll.



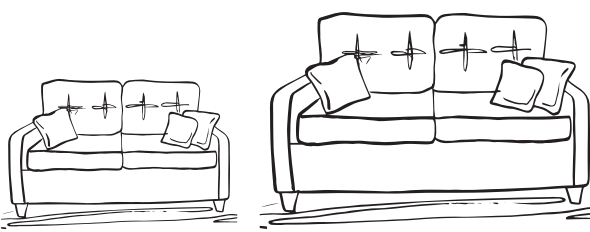
4 Circle and color

2



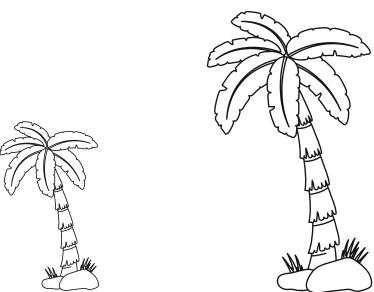
I have a big yellow kite / book.

3



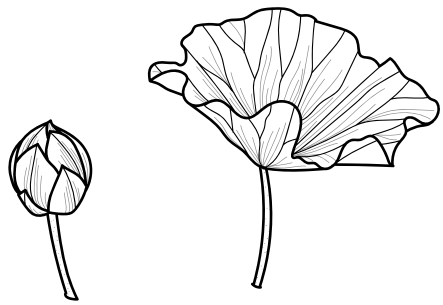
This is a small, red couch / computer.

4



It's a tall, green tree / park.

5



This is a big, pink flower / tree.

6



This is a small, gray donkey / goat.

Unit 1

I feel happy!

Lesson 1

1 Look, listen, and repeat

1 I feel **happy** today.
How do you feel, Hana?

2 Where are the characters?

2 I feel **excited**! Daddy is coming home soon! How do you feel, Youssef?

3 It's hot. I feel **thirsty**.

4 Me too, and I feel **hungry**.

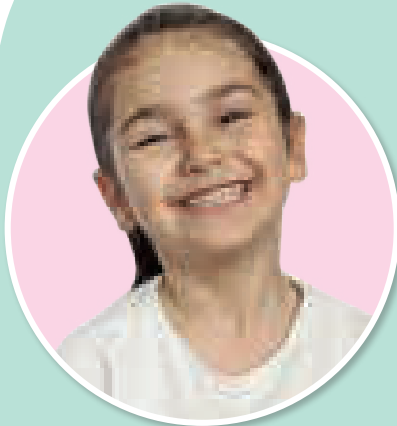
5 Let's go to the kitchen to have something to eat!

3 How do you feel today? Work with a partner

Listening



4 Listen, point, and say



I feel **happy!**



I feel **excited!**



I feel **hungry.**



I feel **thirsty.**



I feel **angry!**



I feel **tired.**



I feel **sad.**

Tip!

We can use an exclamation point (!) for strong feelings, based on how you express them.



Language:

How do you feel? I feel (happy)!



Self-expression:

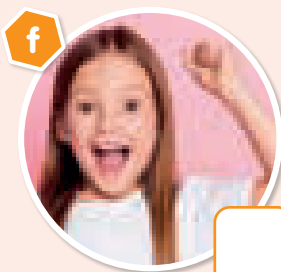
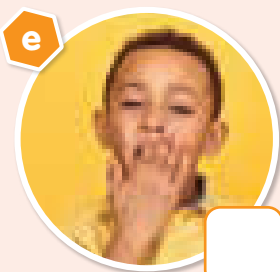
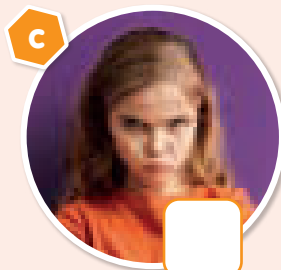
Talking about feelings



5 Look, read, and match



5



1 I feel **angry!**

2 I feel **happy!**

3 I feel **tired.**

4 I feel **excited!**

5 I feel **sad.**

6 I feel **thirsty.**

7 I feel **hungry.**



6 Sing

I feel thirsty, thirsty, thirsty.
How do you feel?
I feel angry, angry, angry.
How do you feel?

I feel hungry, hungry, hungry.
How do you feel?
I feel happy, happy, happy.
And we hope you do too!



7 Look and listen. How does Mommy feel?



8 Listen again and complete with the words

unhappy

can

kitchen

living room

Hany and Hana are at home in their They are talking to Mommy. Mommy feels and tired.

Hana and Hany help her. They can clean the Now Mommy is very happy.

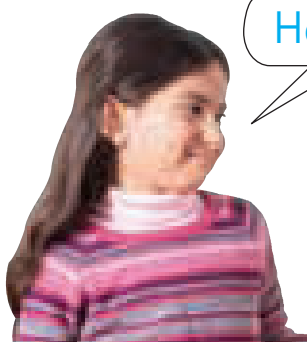


9 Ask and answer



Language:

How do you feel? I feel ...



How do you feel?



I feel angry. I can't find my pen.

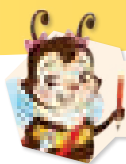


Issues:

Preventative health

Lesson 2

Unit
1



1 Check the things for good health

Watch television

☐

Eat chocolate cake

☐

Sleep for 8 hours

☒

Eat bananas

☐

Drink water

☐

Drink cola

☐

Walk to school

☐

Play tennis

☐

Play board games

☐

Play football

☐

Sleep for 4 hours

☐

Play video games

☐

Exercise

☐

2 Write 4 things you do to keep healthy

1

2

3

4



Vocabulary:

watch television, eat (chocolate cake, bananas), sleep for 8 hours, drink (water, cola), walk to school, play (tennis, board games, football, video games), exercise



3 Look and read

My name is Amira. Look at my healthy lunchbox. I help my mom prepare my lunchbox. I wash the vegetables and fruit. Mom cuts the carrots and cucumbers, and I make the sandwich. I don't like to drink cola. Mom makes some fresh orange juice and on some days I take a bottle of milk. I like healthy food because it makes me feel strong.



4 Read and write *Amira* or *Mom*

- 1 Washes the vegetables and fruits.
- 2 Cuts the carrots and cucumbers.
- 3 Makes the sandwiches.
- 4 Doesn't like to drink cola.
- 5 Sometimes makes fresh oranges juice.
- 6 Takes a bottle of milk to school.



Learn sounds

with Busy Bee!

e

e

e

a

Lesson 3

Unit
1



1 Listen and read. Then say

ee



feel happy

bee



ea



leaf



clean



2 Look and complete the words with **ee** or **ea**

1



sl__ _p

2



__ _t

3



l__ _f

4



m__ _t

5



cl__ _n

6



b__ _

10



Phonics:

the ee and ea sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



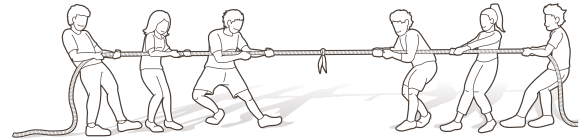
Learn to write

with Busy Bee!



3 Read, trace, and color

1 I feel happy. I play with my team.



2 The bee is on the green leaf.



3 Dareen meets her friend Shereen.



5 Complete the table with the opposites. Then say

unhappy

short

small

healthy

big

tall

happy

unhealthy

Tip!

You can use *un-* on some words to mean not.

unhappy = not happy

unhealthy = not healthy



Learn to write

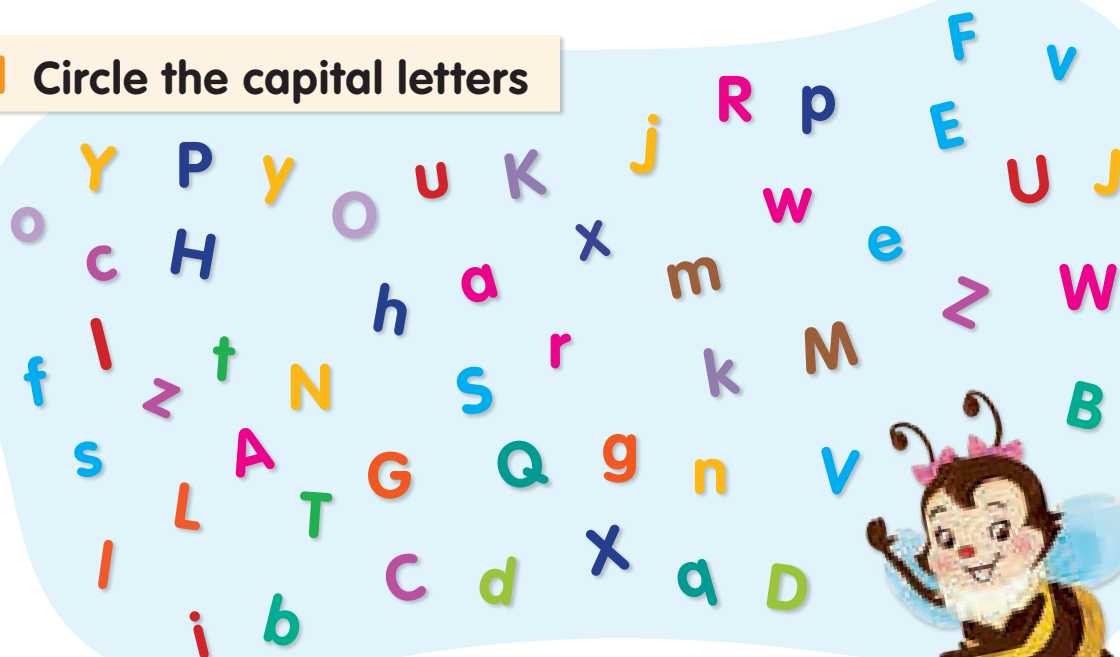
with Busy Bee!

Lesson 4

Unit
1



1 Circle the capital letters



2 Reorder to make sentences. Add the correct punctuation and capital letters

- 1 feels – she – tired
She feels tired.
- 2 eats – food – he – good

- 3 marwan – eight – sleeps – hours – for – a day

Tip!

- 1 We have a capital letter (A, B, C, D, etc.) on the first word of the sentence.
- 2 We use capital letters for names of people.
- 3 We have a period (.) at the end of the sentence.





Math:

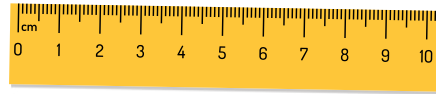
Measurements



1 Listen, read, and complete

millimeters

centimeters



- 1 There are 10 millimeters in a _____.
- 2 I am 127.4 centimeters tall – I am 127 centimeters and four _____ tall.

Tip!

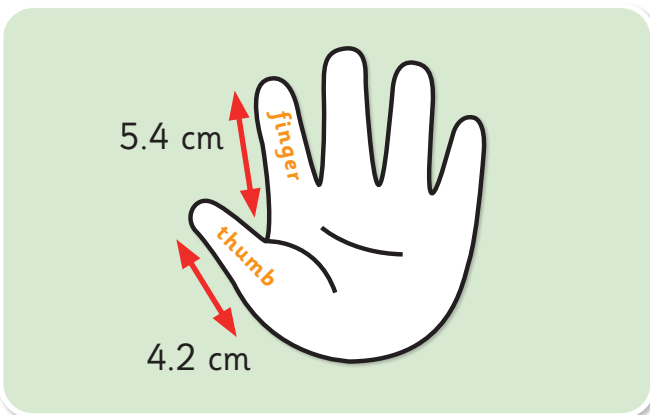
centimeters = cm
millimeters = mm



2 Look, read, and measure



3 Draw your hand and complete the measurements



This is my hand. My finger is 5.4 centimeters and my **thumb** is 4.2 centimeters.

This is my hand.
My finger is centimeters and my thumb is centimeters.



4 Now measure and write about your leg





Project:

Healthy lunchbox

Lesson 5

Unit
1

You will need:



colored card



white paper



scissors



colored pencils



glue



1 Make your lunchbox

1

Choose your colored cardboard.



3

Draw healthy food and drink on the white paper.

4

Color your food and drink.

2

Cut the cardboard.



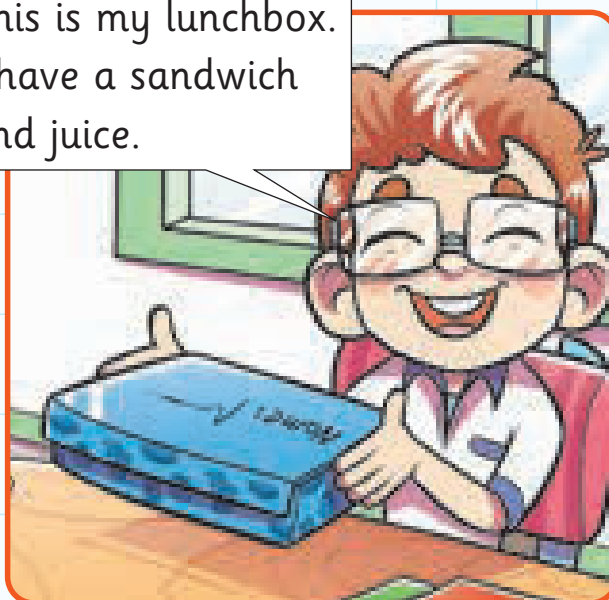
5

Cut it out and stick it in your lunchbox.



6

Write your name on the front of your lunchbox.



Show and tell

Unit
1



2 Show and tell



Self-Assessment



Language:

It's my healthy lunchbox. I have ...



Read and color the stars that describe your effort

Reading and speaking



I can read a text from the book about feelings with my teacher's help.



I can read a text from the book about feelings on my own.



I can read a text about feelings, and talk about my own feelings.



Writing



I can trace sentences. I can write words on a topic.



I can reorder words to make sentences. I can complete a text with words.



I can write sentences with correct capitalization. I can write sentences on a given topic.



Phonics



I can read words with the ee/ea sounds.



I can read sentences that have words with ee/ea sounds.



I can write sentences that have words with ee/ea sounds.



Preventative health: A healthy lifestyle



I can say things about a healthy lifestyle.



I can say whether a thing is good or bad for a healthy lifestyle.



I can say other things that are good or bad for a healthy lifestyle.



Math: measurements



I can say how long or how tall a thing or a person is.



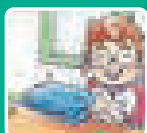
I can write how long or how tall a thing or a person is.



I can compare the lengths or heights of people or things.



Project



I can work alone to make my healthy lunchbox.



I can work with a group to make a healthy lunchbox, and help other group members.



I can work with my group to make my healthy lunchbox, and talk about it to my friends.



Unit 2

What's the matter?

Lesson 1



1 Look at the picture. Is Dad OK? Look, listen, and read

1

Dad, are you OK?

2

No, I feel sick.

3

What's the matter?

4

I have a **headache**.

5

Can I get you anything?

6

Yes please, a glass of water and my **medicine**.

7

Sure.

Listening and reading



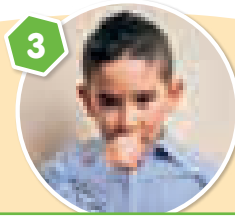
2 Listen, read, and say



I have a **headache**.



I have a **cold**.



I have a **cough**.



I have a **fever**.



3 Read and put in order

- ☐ No, I don't feel well.
- ☒ 1 Are you OK?
- ☐ What's the matter?
- ☐ I'm sick because I have a headache.
- ☐ Yes, please. Thank you.
- ☐ Can I get you some medicine?



4 Listen and check



5 Role-play. Ask and answer

What's the matter?

I have a cough.



Language:

What's the matter?
I have a (cold). I feel sick.



Therapeutic health:

Talking about illness

Unit
2



6 Find and write

a	l	u	b	e	h	p	f
h	e	a	d	a	c	h	e
c	a	m	d	i	r	s	v
o	u	h	e	s	t	p	e
l	o	y	d	e	s	e	r
d	c	o	u	g	h	l	i
e	r	s	t	o	w	l	m



7 Look, read, and circle



Arwa: I have a cold.

- a) Play football.
- b) Cover your nose and mouth with a tissue



Injy: I have a cough.

- a) Drink water with lemon.
- b) Go swimming.



Mazen: I have a headache.

- a) Listen to some loud music.
- b) Try to sleep.



Ibrahim: I feel sick.

- a) Play with your friends.
- b) Go to the doctor.



Akram: My stomach hurts.

- a) Go to the doctor.
- b) Play tennis.



Hend: I have a fever.

- a) Take a cold shower.
- b) Take a hot shower.



8 Listen and check

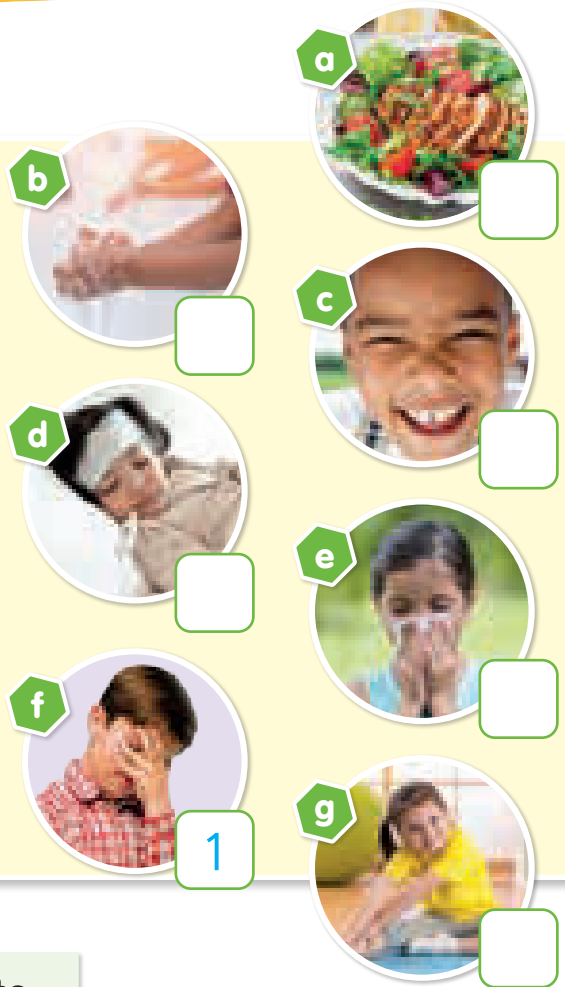
Issues:

Preventative health — keeping healthy



1 Look, read, and match

- 1 Don't touch your face.
- 2 Stay at home if you have a fever.
- 3 Cover your mouth and nose with a tissue if you have a cold.
- 4 Eat healthy food.
- 5 Exercise.
- 6 Wash your hands with soap.
- 7 Smile and be happy.



2 Look at the pictures and write how to keep healthy









Language:

Eat healthy food.
Don't touch your face.

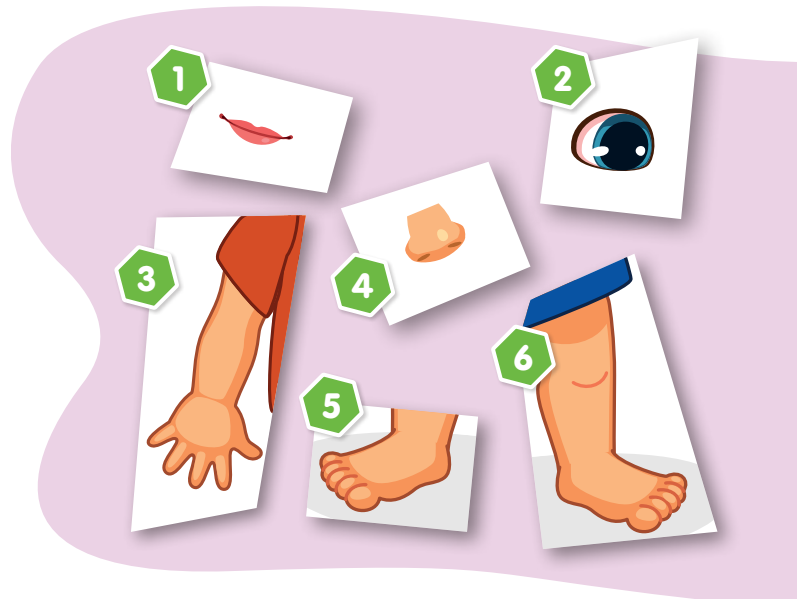
Listening and reading

Lesson 2

Unit
2



1 Look, draw, and number



2 Listen and say the body parts



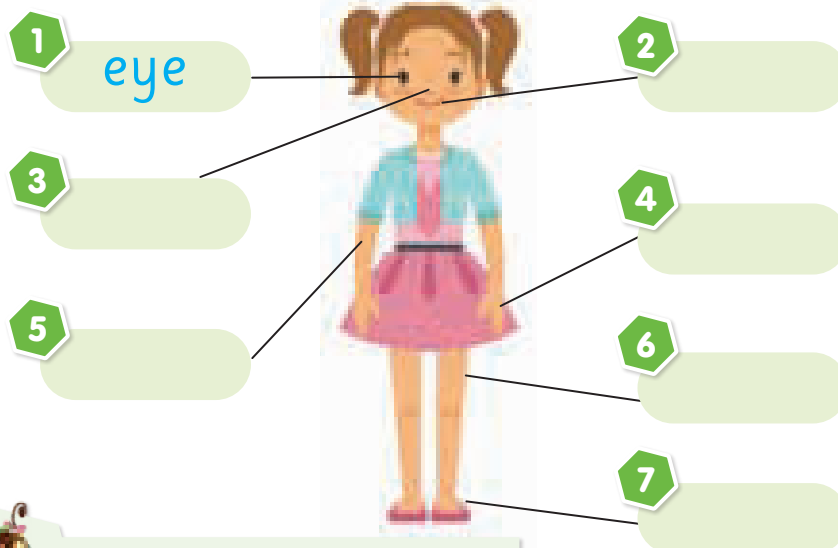
3 Look and write



Vocabulary:

mouth, eyes, nose, arm,
hand, foot, feet, leg

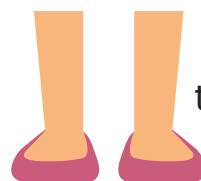
foot arm leg mouth nose ~~eye~~ hand



Tip!



one **foot**



two **feet**



4 Listen and check



5 Listen, read, and say

1



This is my **heart**. It pumps blood to my body.

2



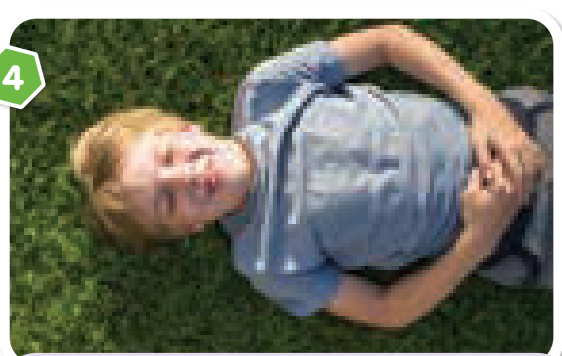
This is my **skin**. It protects my body.

3



This is my **bone**. It helps me move.

4



This is my **stomach**. It digests food.



6 Ask and answer

What does my stomach do?



It digests food.



Language:

This is my (heart). It (pumps blood).



Self-management:

Medicine and safety

Lesson 3

Unit
2



1 Medicine can be dangerous. Look, read, and put a ✓ or ✗

1



Medicine is in a **low** cupboard.

2



Medicine is in a bag.

3



Drink medicine
without an adult.

4



Drink medicine
with an adult.

5



Medicine is on a
high **shelf**.



2 What is dangerous and safe? Look again and complete

Dangerous

Safe

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....



3 Listen, read, and complete

doctors

nurses

medicine

hospital

When we are ill, we
go to the

The and
nurses help us. They
are very kind.

Doctors and

check our health. They give us They are very
important to us.



4 Read and choose the correct answer *a* or *b*

1 Who can give you medicine?

a a nurse

b a child

2 Where do we go when we are ill?

a school

b hospital

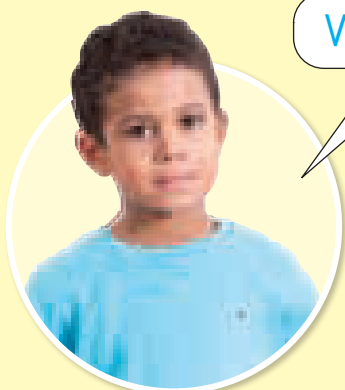
3 What do doctors and nurses do?

a They check our health.

b They take our medicine.



5 Read and role-play



Why are doctors important?

They look after us
when we are ill.





Learn sounds

with Busy Bee!

Lesson 4

Unit
2

c

k

s

k



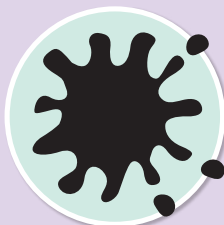
1 Listen and repeat

c k

sick



black



clock



s k



skin



skirt

sky



2 Listen and unscramble

1

ckik

2

pkis

3

lockc

4

insk

Tip!

Words can begin
or end with sk.

Words can end
with ck, but
words can never
begin with ck.



Phonics:

the ck and sk sounds

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Learn to write with Busy Bee



3 Listen and complete

- 1 The d _ _ _ is black.
- 2 The girls s _ _ _ in the garden.
- 3 The boy k _ _ _ the ball.



Tip!

When we write questions we use ? (a question mark).
Trace the question mark.

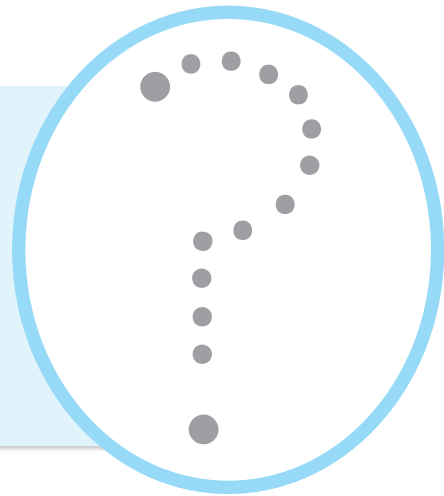


4 Listen again and say



5 Read and trace the questions

- 1 How do you feel?
- 2 Does he feel sick?
- 3 Why are nurses important?



6 Read and write . or ?

- | | |
|---------------------------|------------------------------------|
| 1 How are you <u>?</u> | 2 I have a fever ____ |
| 3 What's the matter ____ | 4 My skin protects my body ____ |
| 5 I feel sad ____ | 6 Are you OK ____ |
| 7 She speaks English ____ | 8 Can I get you some medicine ____ |



Project:

A happy hygiene poster

Lesson 5

Unit
2

You will need:



scissors



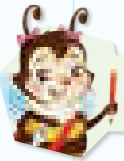
glue



poster paper



colored pens and pencils



1 Read and make your poster



How to make your poster:

- 1 Draw your pictures.
- 2 Color your pictures.
- 3 Cut your pictures and stick on your poster.
- 4 Write ideas to stay healthy and clean.

Show and tell

Unit
2



2 Show and tell

Self-Assessment



Language:

I cover my face when I have a cold. I drink water with lemon when I have a cough.



Read and color the stars that describe your effort

Reading and speaking



I can read about illnesses and how to protect myself from them with my teacher's help. ★

I can read about illnesses and how to protect myself from them. ★★

I can read and talk about illnesses and how to protect myself from them. ★★★

Writing

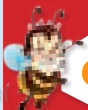


I can trace and complete simple sentences. ★

I can complete sentences with words. ★★

I can write complete, simple sentences or questions using (?) or (.). ★★★

Phonics



c k s k

I can read words with ck/sk sounds. ★

I can write words with ck/sk sounds. ★★

I can write sentences with words with ck/sk sounds. ★★★

Self-management: Medicines and safety



I can read about medicine and safety. ★

I can say tips about medicine and safety. ★★

I can say other tips about medicine and safety. ★★★

Therapeutic health

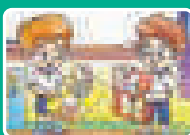


I can read about illness and ways to keep healthy. ★

I can talk about illness and ways to keep healthy. ★★

I can talk about illness and my ways to keep healthy. ★★★

Project



I can work with a group to make a poster. ★

I can work with a group to make a poster, and help other group members. ★★

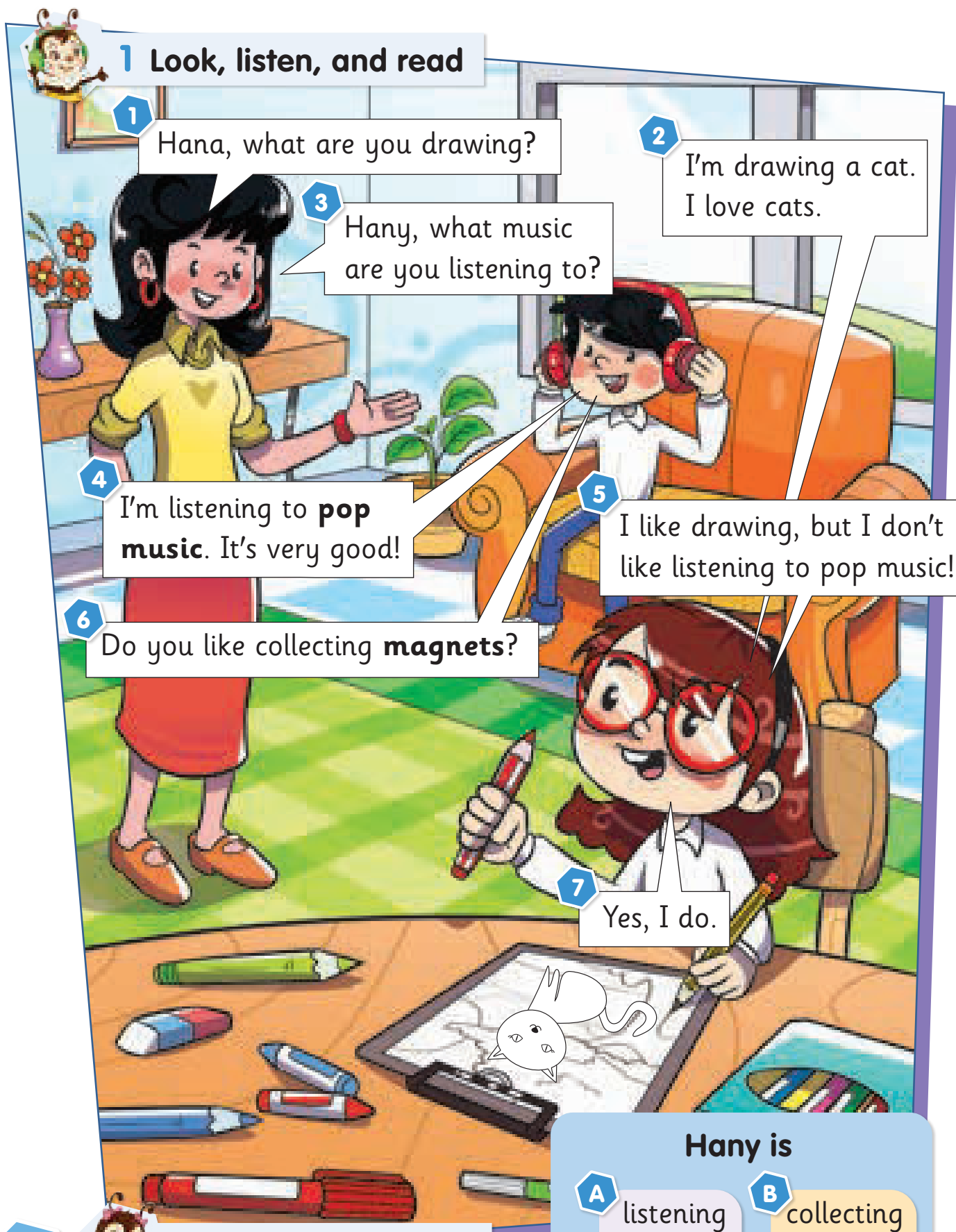
I can work with a group to make a poster, help other group members, and talk about the poster. ★★★

Unit 3

On the weekend

Lesson 1

1 Look, listen, and read



Hany is

A listening to music

B collecting magnets

2 Read and choose

Listening and reading

Unit
3



3 Listen, read, and write

take photos

1

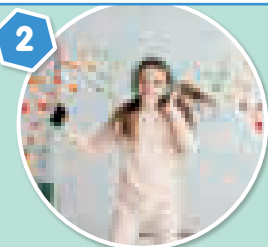


I am taking photos.

.....

listen to music

2



She is

.....

collect magnets

3



He is

.....

draw pictures

4



You are

.....

play sports

5



We are

.....

sing a song

6



They are

.....



4 Ask and answer



Vocabulary:

take photos, draw pictures, collect magnets, listen to music, play sports, sing a song

What are you playing?



I'm playing tennis.



Language:

I am (listening to music). He/She is (taking photos).
You/We/They are (collecting magnets).

Reading and writing

Unit
3



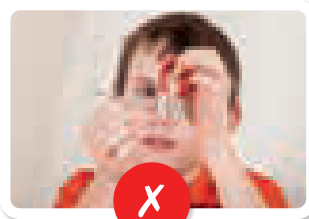
5 Complete the sentences with **and** or **but**

Tip!

and = I like ice cream 😊, and I like chocolate 😊.

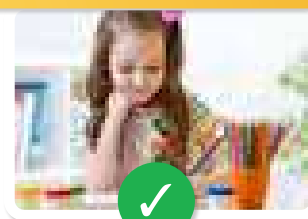
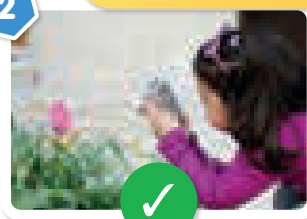
but = I like ice cream 😊, but I don't like chocolate 😞.

1



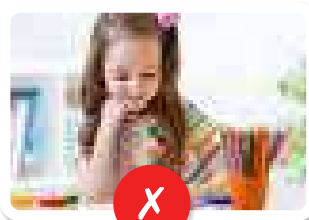
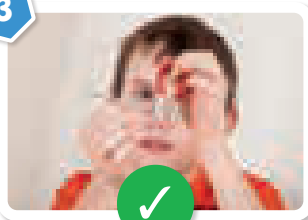
I like playing sports,
I don't like collecting magnets.

2



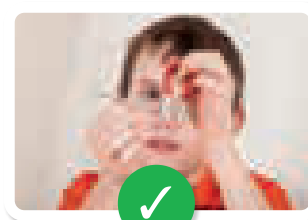
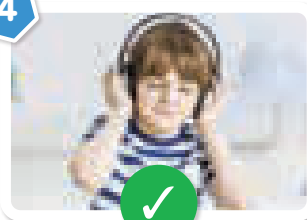
I like taking photos,
I like drawing pictures.

3



I like collecting magnets,
I don't like drawing pictures.

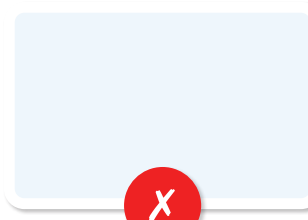
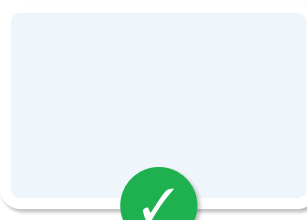
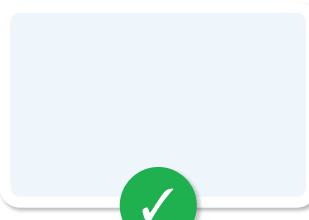
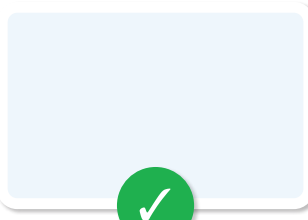
4



I like listening to pop music,
..... I like collecting magnets.



6 What do you like/don't like doing? Draw and write using **and** or **but**



1

.....
.....
.....

2

.....
.....
.....

Science:

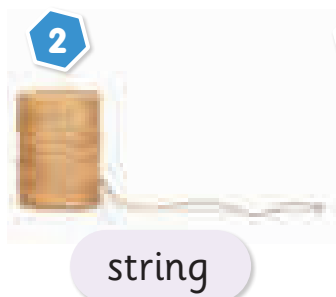
Magnets



Unit
3



7 Circle the things which the magnet attracts



Tip!

A **magnet** attracts metal objects.



8 Look at the pictures in Exercise 1 and sort

attracts

1 paper clip

2 _____

3 _____

4 _____

doesn't attract

1 _____

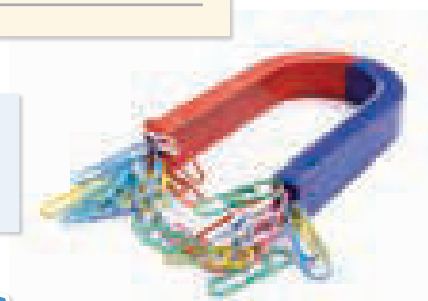
2 _____

3 _____

4 _____



9 Find 3 things in the classroom which the magnet attracts. Write them



1 _____

2 _____

3 _____



Math:

what time is it?

Lesson 2

Unit
3



1 Listen and read

Half past



It's half past two.

It's two thirty.

Quarter past



It's quarter past nine.

It's nine fifteen.

Quarter to



It's quarter to five.

It's four forty five.



2 Look, point, and say

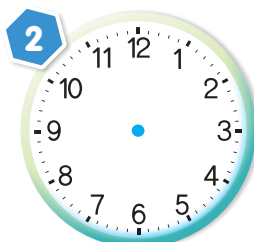


3 Listen, draw, and write



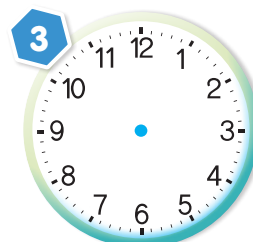
It's quarter past three.

It's three fifteen.



.....

.....



.....

.....

Listening and writing

What do you do on the weekend?



4 Listen and complete the diaries with the names

1

Saturday **Name** Youssef

Take photos
Play sports

2

Saturday **Name**

Draw pictures – art class

3

Saturday **Name**

Play tennis
Have lunch

4

Saturday **Name**

Singing class
Home for lunch



5 What do you do on Saturdays?
Complete the diary for yourself

Saturday

What do you do on Saturdays?

I collect magnets and I ...



Learn sounds

with Busy Bee!

n g s p

Lesson 3

Unit
3



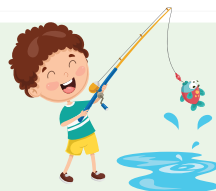
1 Listen and read. Then say

ng

sing



fishing



sp

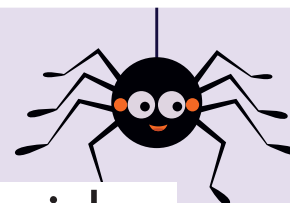
sports



space



spider



2 Look and complete the words



ki _ _



_ _ eaki _ _



livi _ _ room



_ _ ider



si _ _



3 Listen and say



Phonics:

the ng and sp sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!



4 Look, read, and trace



The king is swimming.



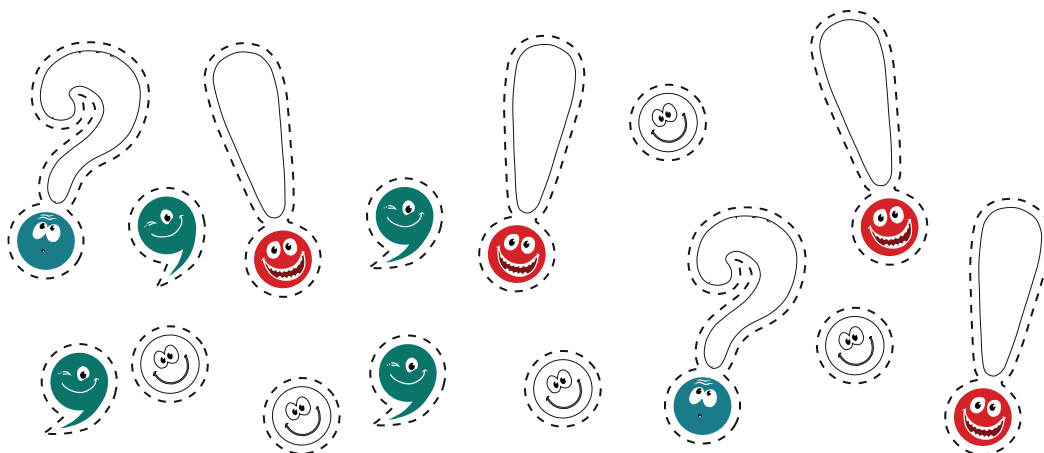
The spider is eating.



The girl is singing in the living room.



5 Trace and color the exclamation points



Remember

We use an exclamation point (!) to express strong feelings.



6 Complete the sentences with a period . , a question mark ?, or an exclamation point !

- | | |
|-------------------------|------------------------------------|
| 1 I feel very angry ... | 2 What's your name ... |
| 3 I am Egyptian ... | 4 I am very excited ... |
| 5 What's the matter ... | 6 She learns English at school ... |



Issues:

Non-discrimination for people with special needs

Lesson 4

Unit
3



1 Listen, read, and write the names

Amir Talia ~~Malak~~ Wael

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class, we have friends who need **special help** – Amir can't walk, Talia can't hear well and Wael can't see well. We help our friends.



1

Malak



2

.....



3

.....



4

.....



2 Read and guess

Special help means ...

A

less help

B

more help



3 Look and match

- a I can get this book for you.
- b I can say it again.
- c I can read with you.



a





4 Listen and read



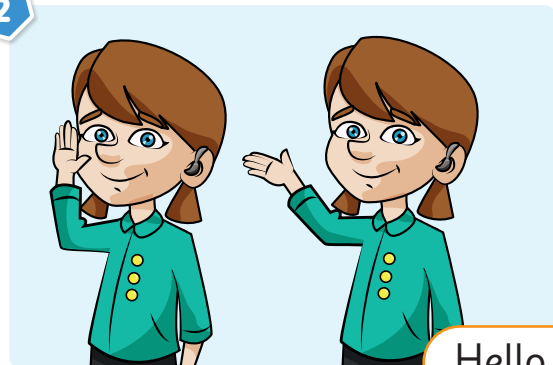
Hi! I am Talia. I use **sign language** to understand my friends. This is how I say 'Hello', 'Please', and 'How are you?'. Now you try to do the signs.

1



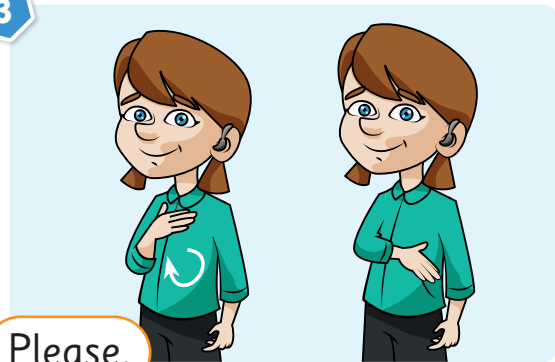
I can't hear.

2



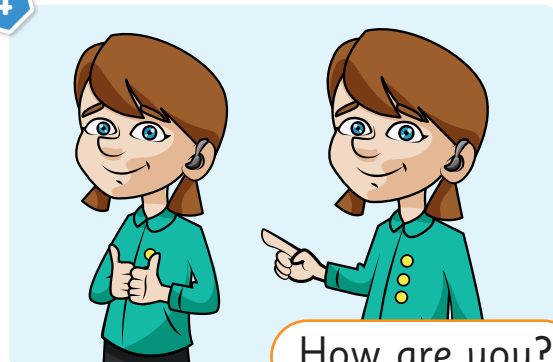
Hello.

3



Please.

4



How are you?



5 Complete the paragraph with the words



play playing and but



Hi! I am Adam _____ this is Fares. Fares can't hear well,
_____ I can help him. I use sign language to talk to him.
On Saturdays, we _____ football. Today we are _____
football in the park. Fares can stop the ball from the other team!



Project:

A magnetic fishing game

Lesson 5

Unit
3

You will need:



a wooden stick



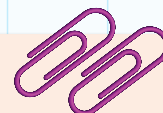
a magnet



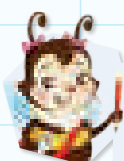
some string



paper



paper clips



1 Make your magnetic fishing game



coloring pencils
and pens



scissors

1 Attach the string to the wooden stick.



2 Take your magnet and attach it to the string.

3 Copy and color the fish.



4 Cut out the fish.

5 Put a paper clip on each fish.



6 Arrange the fish in a bowl or a box to be fished.



2 Play the game

Show and tell



3 Show and tell

Self-Assessment



Language:

It's my fishing game.

The magnet attracts the metal.



Read and color the stars that describe your effort

Reading and speaking



I can read about activities on the weekend with my teacher's help.



I can read about activities on the weekend.



I can talk about the activities I like to do on the weekend.



Writing



I can trace and complete simple sentences.



I can finish sentences with words to make complete sentences.



I can write complete sentences with correct punctuation marks.



Phonics



I can read words with *ng/sp* sounds.



I can write words with *ng/sp* sounds.



I can write sentences with words that have *ng/sp* sounds.



Issues: Non-discrimination for people with special needs



I want to help friends with special needs.



I can say how to help friends with special needs.



I can help friends with special needs.



Science: Magnets



I can give examples of things which magnets attract.



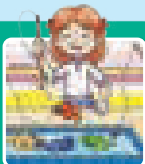
I can sort things that magnets attract and don't attract.



I can name things around me which magnets attract and don't attract.



Project



I can work with my group to make a magnetic fishing game.



I can help my friends in a group to make a magnetic fishing game.



I can say what is good and what is bad in the magnetic fishing game we make.





Review 1



1 Listen and say



2 Ask and answer



How does she feel?

She feels happy.





3 Look, read, and match

2 What are you drawing?

3 Would you like some juice?

1 How do you feel?

g

4 What's the matter?

5 Why are you sad?

6 Can I make you a sandwich?

7 Are you OK?

8 Can I get you your medicine?

9 What do you do on Saturdays?

a Yes, please. Can I have cheese in my sandwich?

b I've got a cold.

c No, I feel sick.

d I'm drawing some cats.

e Because my cat is sick.

f Yes, please. Can I have orange juice?

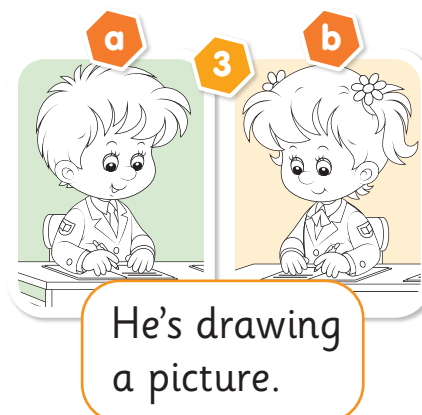
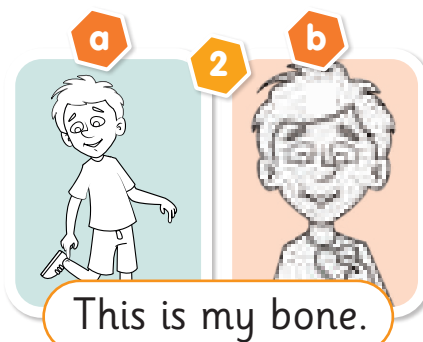
g I feel excited!

h I play tennis.

i Yes, it's in the cupboard.



4 Color the correct picture



Revision of vocabulary
and language from Units 1-3



Review 1



1 Listen and write

ee	ea	ck	sk	ng	sp
1	3	5	7	9	11
2	4	6	8	10	12



2 Look and write, then say. Listen and check



The _____ is
_____ in the sun.



The _____ is
_____.



The _____ is
_____ in the _____.



3 Read and write with capital letters, periods, exclamation points, and question marks



is she thirsty



we are happy



what's the matter



I like bananas
and cake

Is she thirsty?

.....
.....

.....
.....

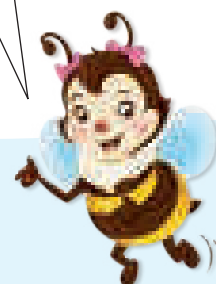
.....
.....



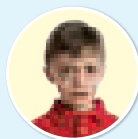
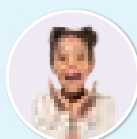
Now I can ...



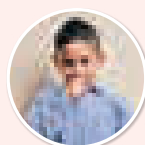
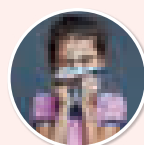
1 Look and check what you can say



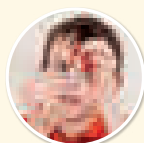
1 say how I feel.



2 say what is the matter.



3 say what I do on my weekend.



4 say these sounds.



Teacher assessment

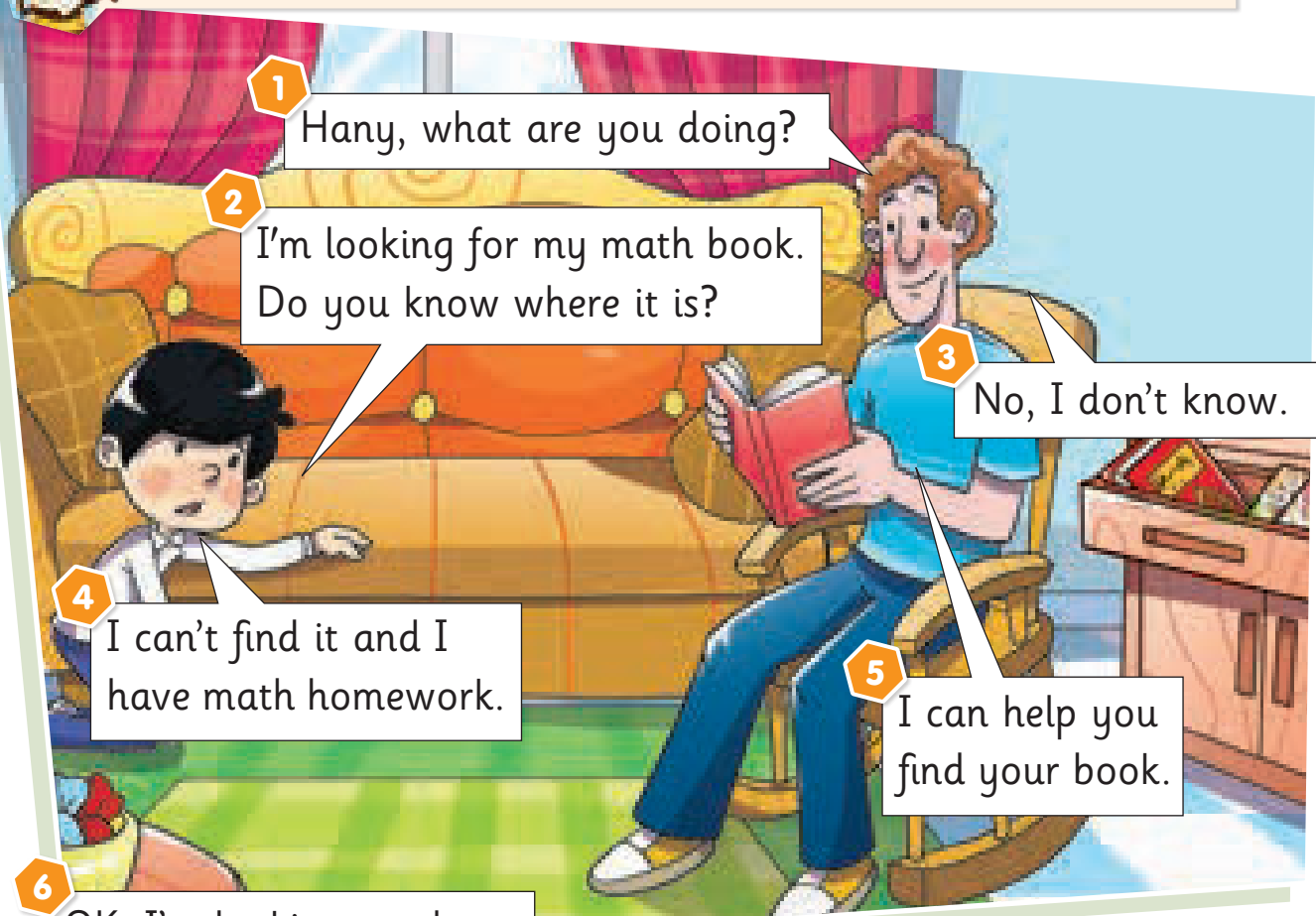


Unit 4

I love my home

Lesson 1

1 Look, listen, and read. Where are Hany and Dad?



Listening and speaking

Unit
4

What's in the living room?



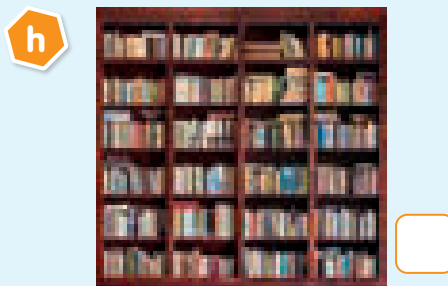
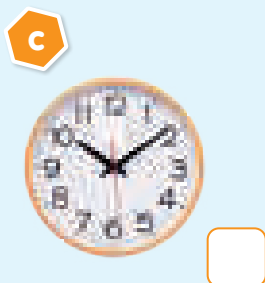
3 Listen, point, and say



4 Read and match



- | | |
|--------------|---------|
| 1 cupboard | 2 table |
| 3 lamp | 4 chair |
| 5 armchair | 6 clock |
| 7 bookcase | 8 couch |
| 9 television | |



5 Ask and answer

What's in your living room?

There's a table and an armchair.



Language:

What's in your living room?
There's a (chair).



Vocabulary:

clock, armchair, lamp,
bookcase, cupboard, chair,
couch, television, table

Reading and writing

Unit
4



6 Read and listen

1



There's a lamp
on the table.

2



There's an armchair
next to the cupboard.

3



There's a bookcase
behind the table.

4



There's a television
between the armchairs.



7 Draw your living room and write about it. Share with your partner

This is my living room.

There's a television
next to

.....
.....

46



Language:

What's in the living room? There's a
clock (next to/on/behind/between) ...

Math:

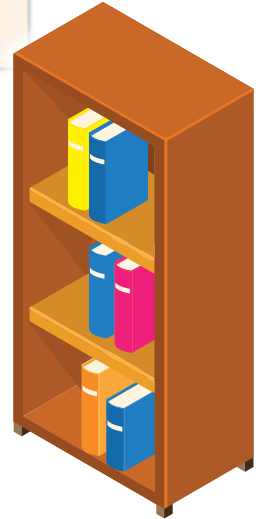
Division



8 How many books are there in the bookcase?

You can count how many books by adding:

$$\text{Blue book} + \text{Orange book} + \text{Blue book} + \text{Pink book} + \text{Blue book} + \text{Yellow book} = 6$$

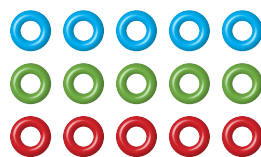


Or you can count how many books by multiplying:

$$\boxed{} \times 2 = 6$$

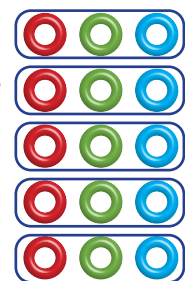
Tip!

Division is separating into equal groups.
 $15 \div 3 = 5$
 Fifteen divided by three equals five.



Tip!

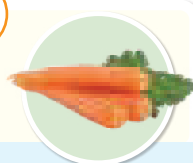
Multiplication is adding the same number again and again.
 $5 \times 3 = 15$
 Five times three equals fifteen



9 Sherif and his two friends love carrots. Draw, color, and divide the carrots

1

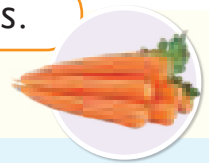
There are 3 carrots.



_____ 1 _____ carrot for each friend

2

There are 6 carrots.



_____ carrots for each friend

3

There are 9 carrots.



_____ carrots for each friend

4

There are 12 carrots.



_____ carrots for each friend



Vocabulary:

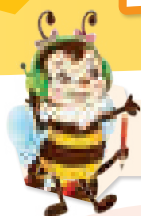
division, divided by



Social studies: Helping your mom and dad

Lesson 2

Unit
4



1 How can you help at home? Look and check (✓)



2 Now match the sentences below with the pictures in Exercise 1. Listen and check

a I feed the cat.
☐

b I cut the vegetables.
☐

c I sweep the floor.
☐

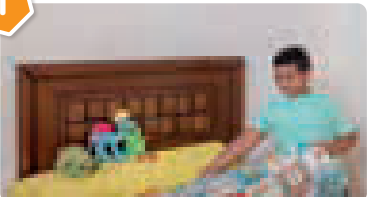
d I make my bed.
☐

e I set the table.
☐



3 Look and complete

1



I make
my bed.

2



.....
the floor.

3



.....
.....

4



.....
.....

5



.....
.....



4 Write and say what you do at home

I sweep the floor.

.....
.....
.....
.....
.....



Vocabulary:

make my bed, sweep the floor, feed the cat, cut vegetables, set the table



Learn sounds

with Busy Bee!

Lesson 3

Unit 4

a i r e a r



1 Look, listen, and repeat



2 Cover the words and test your friends



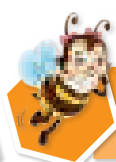
How do you say that?

Hair.



3 Listen and write the words

1 2 3 4



Phonics:

the air and ear sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Unit
4



4 Listen, read, and trace

1



He has black hair
and a white beard.

2



It has black ears.

3



We have a new
armchair in the
living room.

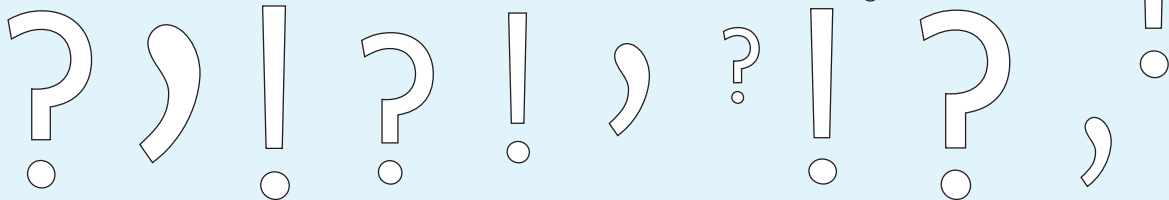
Tip!

When we write a list, we use a comma (,):
I have a table, a couch, and an armchair
in my living room.

Trace the comma.



5 Look and color the commas



6 Write the correct punctuation

- 1 She likes ice cream, chocolate, and candy.
- 2 hany likes playing football tennis and basketball
- 3 i feed the cats make my bed and set the table every day



Science:

Natural resources

Lesson 4

Unit 4

Natural resources in Egypt



1 Listen and read

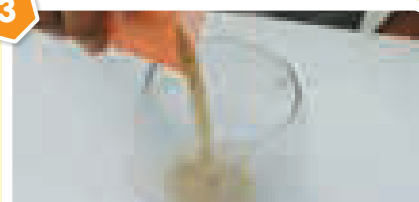
In Egypt, we have many natural resources. **Sand** is a natural resource. We can make glass from sand.



We take **sand**
from the desert.



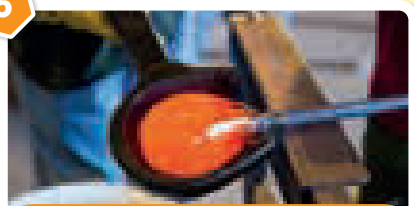
We add **chemicals**
to the sand.



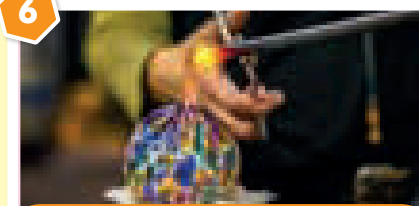
Then we put everything in a **bowl**.



We melt the sand
and chemicals to
make a **liquid**.



Then we **shape**
the glass.



We can make many things from glass.



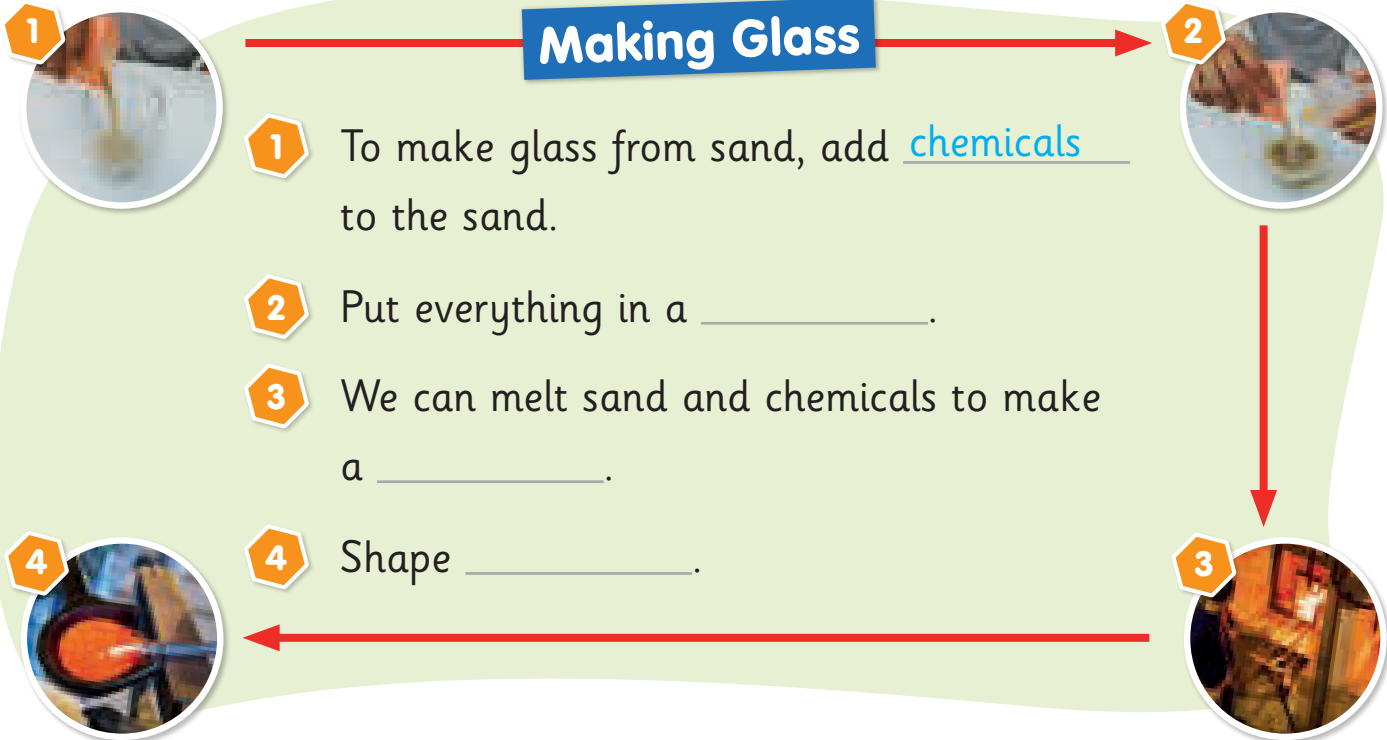
2 Read and choose

- Egypt has many natural _____.
a resources **b** cars
- We can make _____ from sand.
a deserts **b** glass
- We can melt sand and chemicals to make a _____.
a liquid **b** gas





3 Complete the cycle for producing glass from sand



4 Look, read, and order

<p>a</p> <p>1</p> <p>Another Egyptian natural resource is water.</p>	<p>b</p> <p></p> <p>Farmers give water to the plants.</p>	<p>c</p> <p></p> <p>Farmers get water from the Nile.</p>
<p>d</p> <p></p> <p>Then we eat vegetables.</p>	<p>e</p> <p></p> <p>We buy vegetables at the market.</p>	<p>f</p> <p></p> <p>Vegetables need water to grow.</p>



Project:

Bug math game

Lesson 5

Unit
4

You will need:



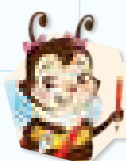
dice












colored pens and pencils



a black marker pen



1 How to make your Bug math game

Start							
1x2							
6÷3							
							
							
							
							Winner

- 1 Color in the bugs.
- 2 With a partner, write sums in the boxes. The sums can be multiplication or division.
- 3 Play your game with your friends.

Show and tell

Unit
4



2 Show and tell

Self-Assessment

$$15 \div 5 = 3$$

$$6 \times 4 = 24$$

Language:

Fifteen divided by five is three.
Six times four is twenty-four.



Read and color the stars that describe your effort

Reading and speaking



I can read about furniture in my home with my teacher's help.



I can talk about the furniture in my home.



I can talk about the position of furniture in my home.



Writing



I can finish sentences with words to complete sentences.



I can write short, complete sentences.



I can write a simple description of my living room with correct punctuation.



Phonics



I can identify words with *air* / *ear* sounds.



I can write words with *air* / *ear* sounds.



I can write sentences with words that have *air* / *ear* sounds.



Math:



I can read and understand simple multiplication and division sums.



I can multiply and divide numbers 1–60.



I can ask and answer questions about the multiplication and division of numbers 1–60.



Science:



I can read about the steps of making materials from natural resources.



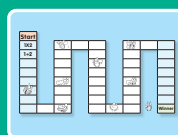
I can follow the steps in the process of making materials from natural resources.



I can talk about the steps in the process of making materials from natural resources.



Project



I work with my partner to make and play a board game.



I help my partner to make and play a board game.



I work with my partner to make and play a board game, using English as much as possible.



Unit 5

At the zoo

Lesson 1



1 Look, listen, and read

1

There are so many animals here!

2

I love the zoo!
I'm very excited!

3

What do you
want to see?

4

Let's watch the **penguins**.

5

Good idea! How about going to the **elephants**, too?

Listening and speaking

2 Listen, point, and say



3 Look and match

1  d	2  <input type="text"/>	3  <input type="text"/>	4  <input type="text"/>	5  <input type="text"/>	6  <input type="text"/>
a hippo	b elephant	c panda	d giraffe	e lion	f penguin

4 What is your favorite zoo animal? Read and complete

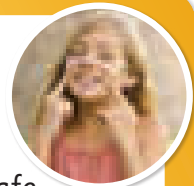


Hana's favorite animal is the penguin. It's black and white.

My favorite animal is

Tip!

Our skin protects us and keeps our bodies safe.



Vocabulary:

lion, elephant, giraffe, penguin, hippo, panda



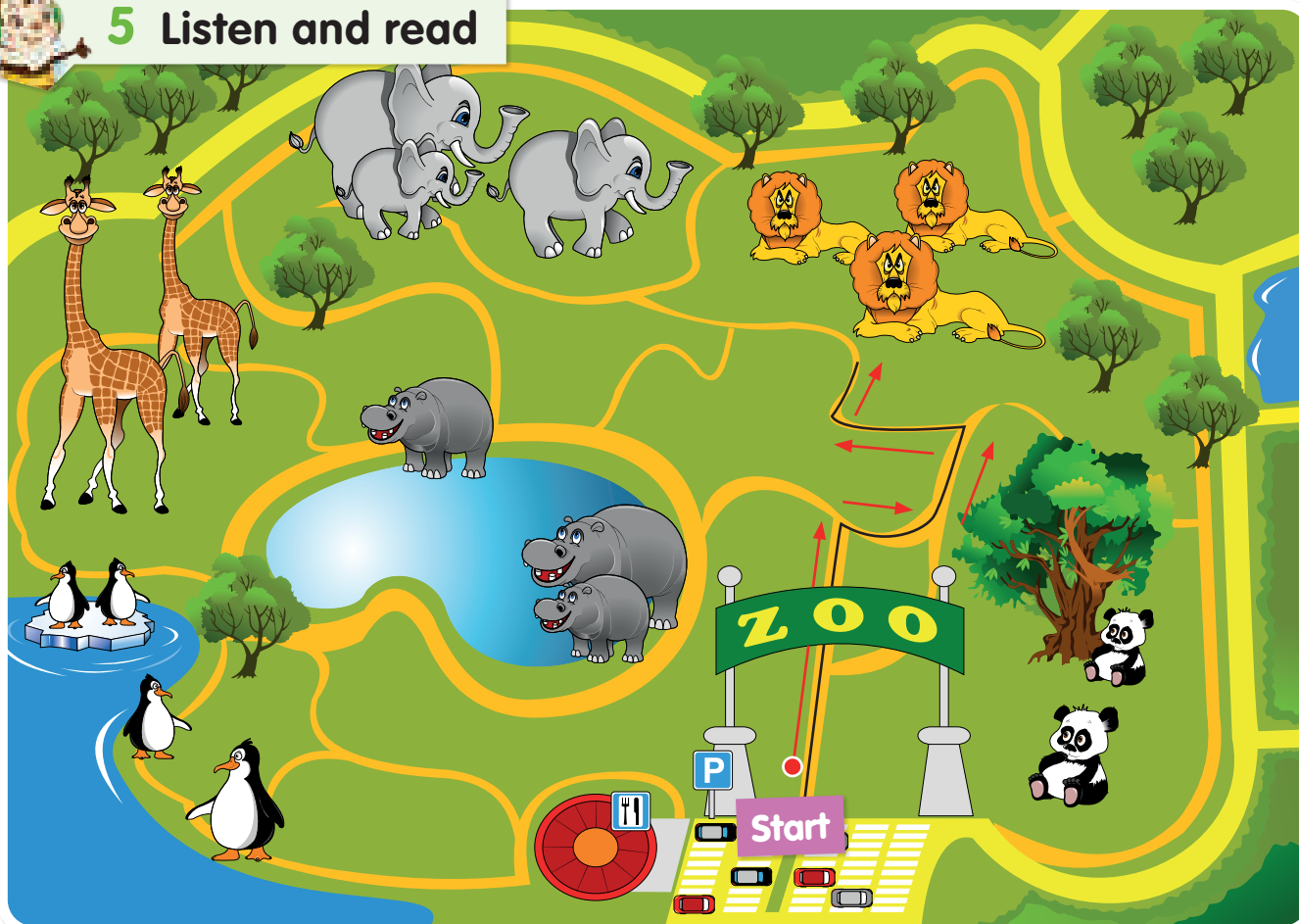
Social Studies:

Using a map of the zoo

Where are the lions?



5 Listen and read



How about going to the lions?



That's a **good idea**! Hany, you have the map.
Where are the lions?



Go straight, turn right, then go straight and
turn left. Go straight.



Let's go!



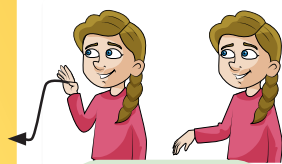
Then let's watch the
penguins!



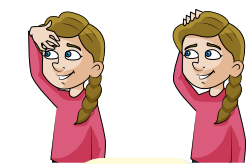
Good idea!

Tip!

Here's how to say *elephant* and *lion* in
American Sign Language:



elephant



lion

Reading



6 Read and circle *True* or *False*

The hippo is a very large animal. It is more than three meters long. The hippo lives in lakes and rivers. It spends most of the day in water. Hippos eat grass and they go to find food at night. Hippos can live from forty to fifty years.

- 1 Hippos are short animals.
- 2 Hippos live in the desert.
- 3 Hippos find food at night.
- 4 Hippos like to eat grass.
- 5 Hippos can live up to 100 years.

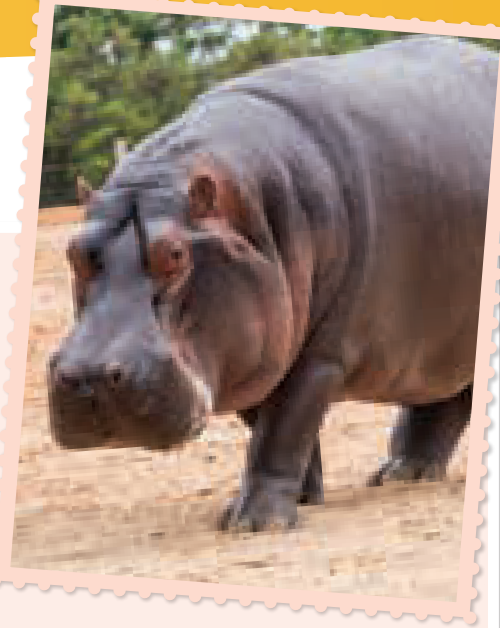
True/False

True/False

True/False

True/False

True/False



7 Sing

Hurray! We're having a lovely time at the zoo today!
Let's watch the pandas.
What are they doing?
They're eating bamboo.

Hurray! We're having a lovely time at the zoo today!
Let's watch the penguins.
What are they doing?
They're swimming in their pool.



Language:

Where are the lions? Go straight ahead. They're on your right/left.

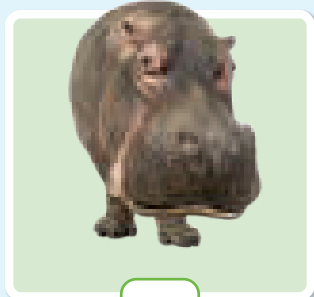




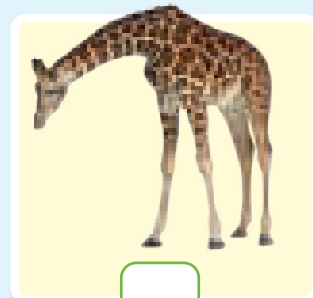
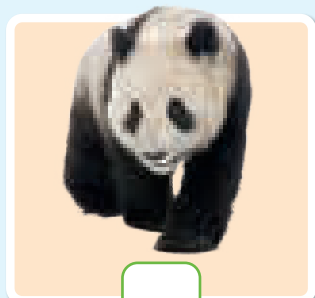
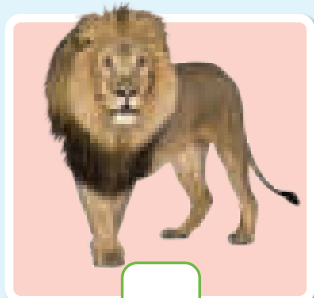
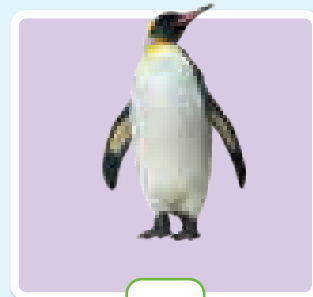
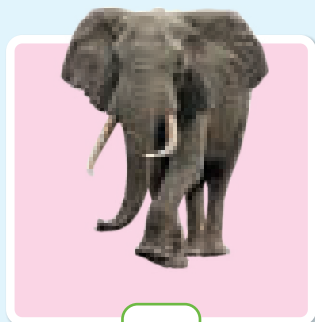
Reading: Animals and their habitats



1 Match the animals to their habitat
(three animals have the same habitat)



1



lake



sea



grasslands



bamboo forest



2 Ask and answer

Where does the
elephant live?



Tip!

habitat = where an animal lives
The panda's **habitat** is the bamboo forest.

It lives in the
grasslands.



Math:

Fractions

All the animals at the zoo



3 Read and listen. How many elephants, hippos, giraffes, and pandas are there?

There are 16 animals at the zoo. **Half** ($\frac{1}{2}$) the animals are elephants. One-fourth ($\frac{1}{4}$) of the animals are giraffes and one-eighth ($\frac{1}{8}$) of the animals are pandas and hippos.

HOW MANY?

? = 4

=

=

=

=

Tip!

A **fraction** is a part of a whole. Look at the red part of the circle: it is **half** of the whole.



4 Look and color the fractions

1

Color $\frac{1}{2}$ (a half)



2

Color $\frac{1}{3}$ (a third)



3

Color $\frac{1}{4}$ (a fourth)



4

Color $\frac{1}{5}$ (a fifth)





Environmental responsibility

Lesson 3

Unit 5



1 Circle the things for a happy Earth



planting



recycling



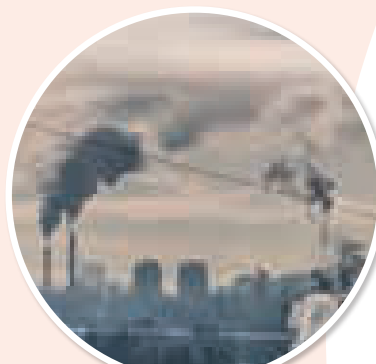
waste sorting



polluting the river



Happy Earth



polluting cities



reusing



riding a bike



going by car



2 Recycle in the correct bin. Write the letters



3 Ask and answer about yourself

What do you recycle?



I recycle paper.



Vocabulary:

sort, plant, reuse, recycle, pollute, plastic, glass, paper



Learn sounds

with Busy Bee!

p h w h

Lesson 4

Unit 5



1 Listen and repeat

ph

photo



elephant



wh

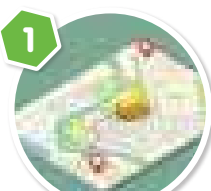
white



whale



2 Look and write ph or wh



___ ere



ele ___ ant



___ ite



___ en



___ ale



___ oto



3 Listen and count the syllables

El-e-ph-ant. That's 3 syllables!

1 syllable	2 syllables	3 syllables
.....
.....
.....
.....



Phonics:

the ph and wh sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



Learn to write

with Busy Bee!



4 Read and trace

- 1 I saw a photo of a gray dolphin.
- 2 The whale is blue and white.
- 3 Where is the elephant?



5 Read about the lion. Then draw and write about another animal

The lion is big and brown.
It lives in the grasslands
in Africa. It eats meat.



The _____ is _____ and _____.

It lives _____. It eats _____.



Project:

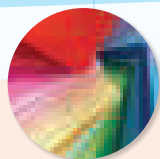
Zoo animal puppet

Lesson 5

Unit
5



an animal template

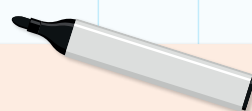


felt

You will need:



colored pens



a black marker pen



glue



1 How to make your animal puppet

- 1 Trace the template on your felt.
- 2 Carefully cut out the pieces for your puppet.
- 3 Stick the pieces together.
- 4 Draw the eyes and other details with a pen.
- 5 Your puppet is now ready to play with. Play with your friends.

Show and tell



2 Show and tell



Self-Assessment



Language:

This is my rabbit. It is white and beautiful.



Read and color the stars that describe your effort

Reading and speaking



I can read a text on zoo animals with the help of my teacher.



I can ask and answer about animals.



I can talk about my favorite zoo animal, how it looks, and where it lives.



Writing



I can finish sentences with words to make complete sentences.



I can write sentences on a zoo animal.



I can write a simple text on my favorite zoo animal.



Phonics



p h w h

I can read words with the *ph/wh* sounds.



I can write words with *ph/wh* sounds.



I can write sentences with words that have *ph/wh* sounds.



Math: fractions



I can read and understand simple fractions.



I can read and calculate simple fractions.



I can calculate simple fractions and apply them to things around me.



Environmental responsibility



I can identify positive and negative actions to protect the Earth.



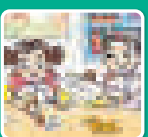
I can identify positive and negative actions to protect the Earth, and say the actions I like to do to protect the Earth.



I can identify positive and negative actions to protect the Earth, and suggest other actions to protect the Earth.



Project



I can work with my group to make an animal puppet.



I work with my group to make an animal puppet and give ideas to make it better.



I work with my group to make an animal puppet, and give ideas to make it better. I talk about it in complete sentences.



Lesson 1



1 Look, listen, and read

Hany and Hana are at the circus.
Grandpa forgot his glasses.

1

We're at the **circus**, in the **tent**.

2

What can you see?

6

3

There's a **clown**, a **ringmaster**,
and an **acrobat**.

4

What does the clown look like?

5

He's tall and thin.

6

What does the ringmaster look like?

7

He's short and fat.



2 Why can't Grandpa see the clown well?

Listening and speaking

Unit
6



3 Listen, point, and say

What do they look like?



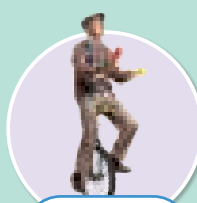
clown



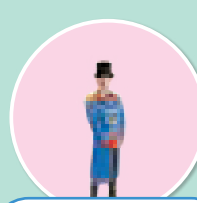
dog trainer



trapeze artist



juggler



ringmaster



acrobat



4 Look at the people in Exercise 3 again. Read and complete

- 1 The clown is short and fat.
- 2 The _____ is young. She is wearing white.
- 3 The _____ is wearing blue.
- 4 The _____ is tall and thin. He is wearing red.
- 5 The _____ is young and thin. He has short hair.
- 6 The _____ is old and thin.



Vocabulary:

acrobat,
circus, clown,
dog trainer,
juggler,
ringmaster,
tent, trapeze
artist



5 Look at the people in Exercise 3 again and say



What does the
clown look like?

He is short and fat.
He has red hair.



Art:

Performing art

Who is your favorite circus person?



6 Look and say



7 Read and match

- 1 The clown
- 2 The dog trainer
- 3 The trapeze artist
- 4 The acrobat
- 5 The ringmaster
- 6 The juggler

- A is very funny.
- B can jump and move his body.
- C loves animals.
- D talks to everyone at the circus to say what is happening.
- E can throw rings and balls.
- F can fly above us.



8 Tell your partner. Who is your favorite circus person? Why?

I love the clown because he's very funny!



9 Write about yourself



Values:

Appreciation of art and skill

I love the

Math:

Finding information on a graph



10 Read and complete the tally chart for Reem's circus

Hi! My name is Reem. I'm at the circus.
There are some people at the circus.
There's one ringmaster, there are 5 acrobats,
there are 7 dog trainers, there are 6 clowns,
there are 8 trapeze artists, and 4 jugglers.



Reem



Tally chart

circus person	number of people
clowns	I
acrobat	
dog trainers	
trapeze artists	
jugglers	
ringmasters	

Tip!

When we make the plural form of two-word nouns, we only add an s to the second word.

dogs trainer ✗ dog trainers ✓

trapezes artists ✗ trapeze artists ✓



11 Look and say



How many clowns are there?



There are six clowns.



Math:

Quadrilaterals

Lesson 2

Unit
6



1 Listen and read

Here are 3 shapes:



A **square** has 4 **sides**. All the sides are equal. It has 4 right angles and 4 **corners**.



A **rectangle** has 2 long sides and 2 short sides. It has 4 right angles and 4 corners.



A **rhombus** has 4 equal sides. It has 4 angles, but they are sometimes different. It has 4 corners.

Tip!

A quadrilateral is a shape with four sides.

Tip!

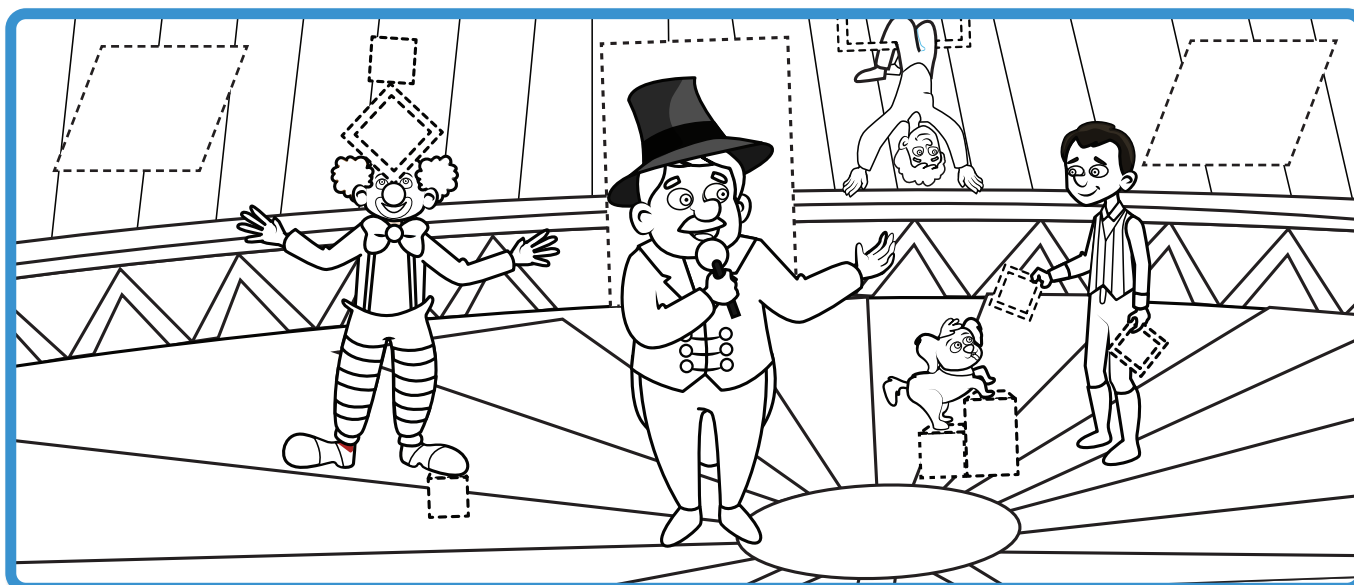
An '**angle**' is when two lines meet:



A right angle is 90 degrees:

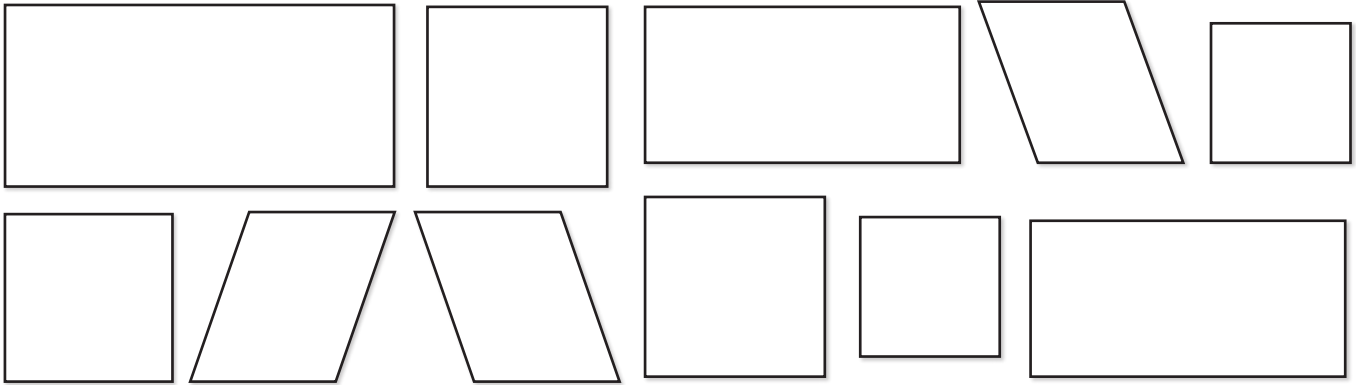


2 Find and trace 6 squares, 2 rectangles, and 2 rhombuses in the circus

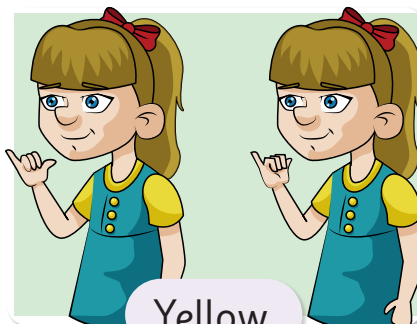
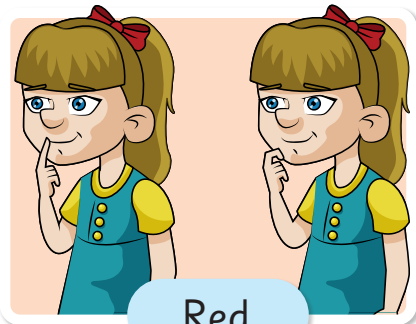




3 Look and color the squares blue, the rectangles red, and the rhombuses yellow



4 Look and see how we say **blue**, **red**, and **yellow** in American sign language (ASL). Say the colors in ASL with your friends



5 Work with a partner. Find quadrilaterals in your classroom then ask and answer about them



Vocabulary:

quadrilaterals, square, rectangle, rhombus, angle, side, corner



Learn sounds

with Busy Bee!

o u o w

Lesson 3

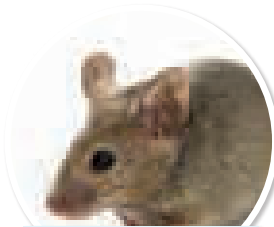
Unit
6



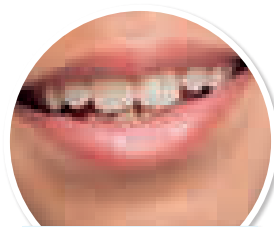
1 Listen and read. Then say



cloud



mouse



mouth



pound



clown



cow



flower



2 Look and complete the words



3 Look and say

1



cl _ _ n

2



p _ _ nd

3



m _ _ se

4



m _ _ th

5



cl _ _ d

6



fl _ _ er

7



c _ _



Phonics:

the ou and ow sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Unit
6

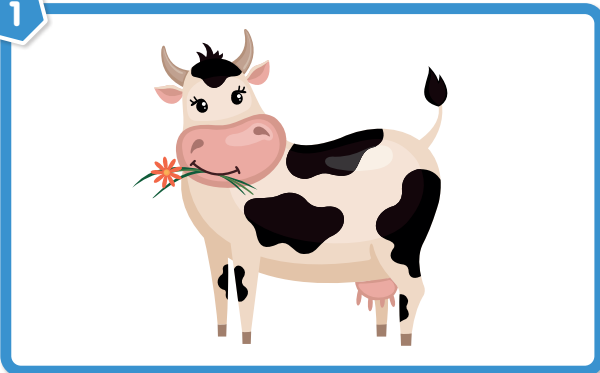


4 Look, trace, and complete



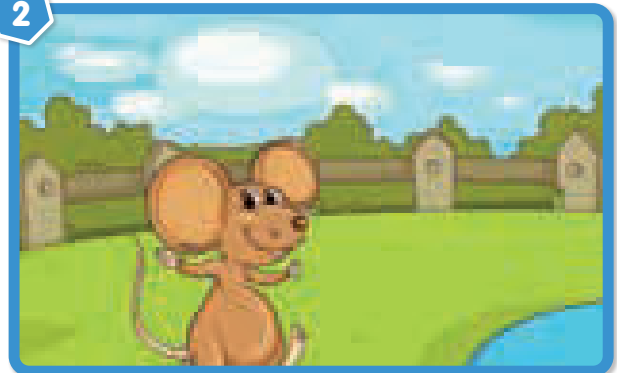
5 Listen and check

1



The _____ has a flower in
its _____.

2



The _____ is under
a _____.



6 Look at the picture and read

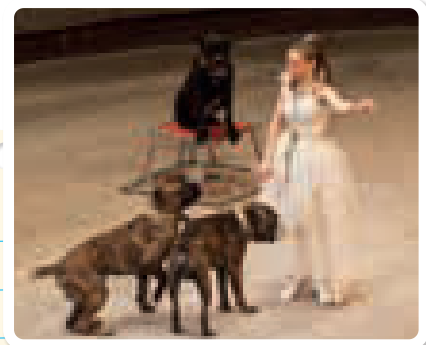
The clown is young and fat. He is
at the circus. He is very funny.



7 Write sentences. Use the words in the box if you want

dog trainer tall young circus

Handwriting practice lines (pencil paper).



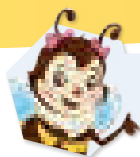


Science:

The scientific method

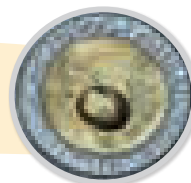
Lesson 4

Unit
6



1 Read and think

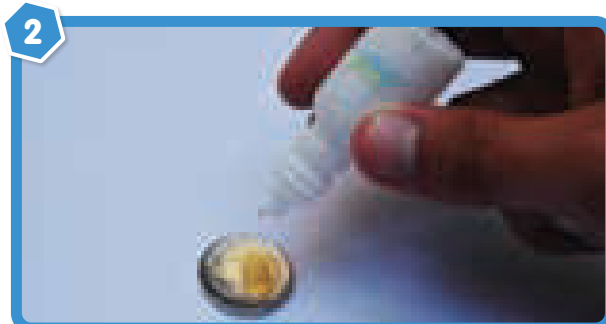
How many **drops** of water can you put on a pound **coin**?



2 Listen and read



Put a pound coin on your desk.
Guess how many drops of water the coin holds.



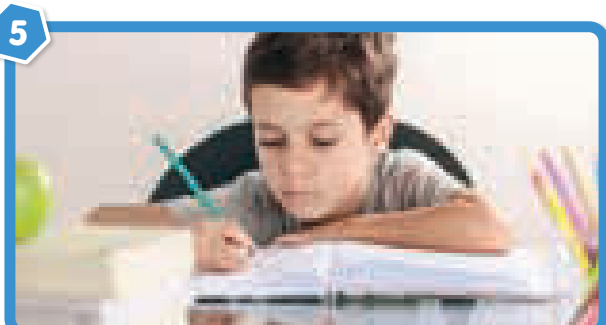
Put drops of water on the coin.
Count the drops.



Write the number.



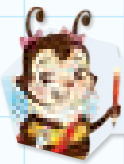
Dry the **coin** with a **cloth**.
Do the **experiment** again.



When there is water on all the coin, stop. Write the number of drops.



Check your answers with a partner.



3 It's your turn. Work with a partner. Look and complete

You will need:

1



water drops

2



.....

3

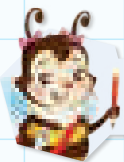


.....

4



.....



4 Try and write

Guess



number of drops

.....

Check



number of drops

.....

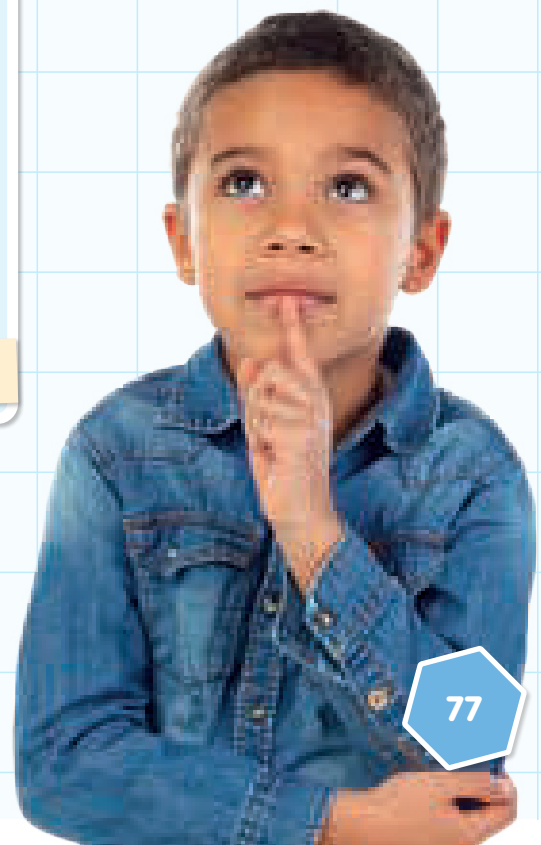


5 What happens if the two numbers are different?



Vocabulary:

drop, coin, cloth, experiment, guess, check





Project:

Shapes picture

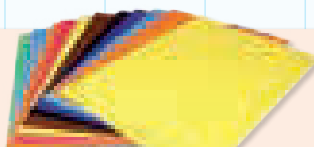
Lesson 5

Unit
6

You will need:



a big piece of white
or black paper



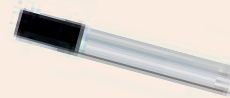
colored paper



scissors



glue



a black pen

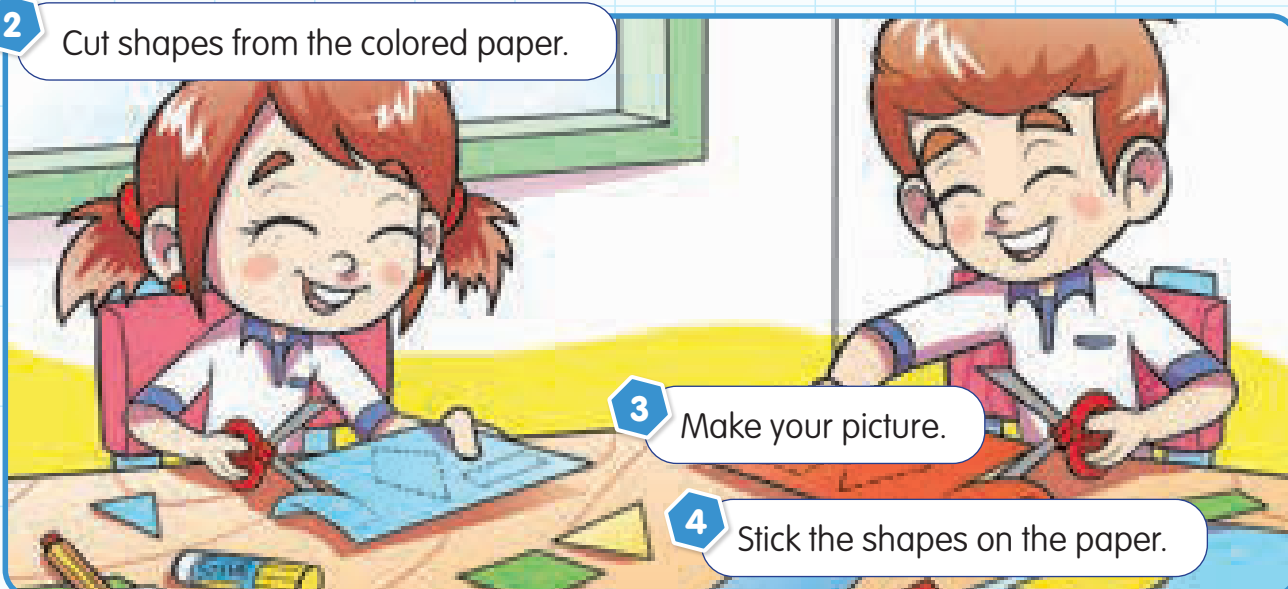


1 How to make your shapes picture

1 Plan your picture on your black or white paper.



2 Cut shapes from the colored paper.



3 Make your picture.

4 Stick the shapes on the paper.

Show and tell

Unit
6



2 Show and tell

Self-Assessment

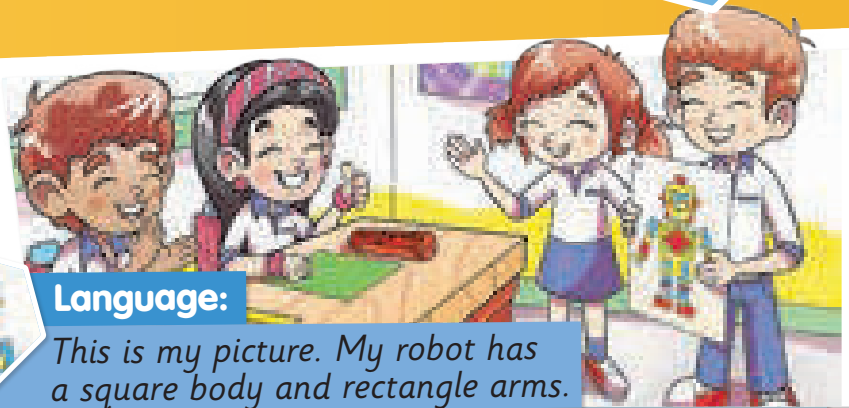


Read and color the stars that describe your effort



Language:

This is my picture. My robot has a square body and rectangle arms.



Reading
and
speaking



I can read about people at the circus.



I can describe people at the circus.



I can talk about my favorite person at the circus.



Writing



I can finish sentences with words to make complete sentences.



I can write simple sentences about circus people.



I can describe simply my favorite circus person.



Phonics



o u ow

I can read words with ou/ow sounds.



I can write words with ou/ow sounds.



I can write sentences with words that have ou/ow sounds.



Math



I can identify simple quadrilaterals.
I can complete a tally chart with my teacher's help.



I can say the differences between some quadrilaterals.
I can complete a tally chart.



I can say why some quadrilaterals are different.
I can ask and answer questions about the information in a bar chart.



Science



I can put the steps of an experiment in order.



I can guess the result of an experiment and check the result again.



I can guess the result of an experiment, check the result again, and talk about it.



Project



I work with my group to make a shape picture.



I work with my group to make a shape picture and say ideas to make it better.



I work with my group to make a shape picture, say ideas to make it better, and talk about it to my class.





Review 2



1 Listen and point



2 Play and say

Start



Finish

It's a chair.

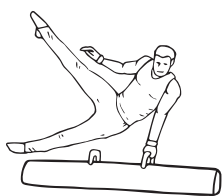
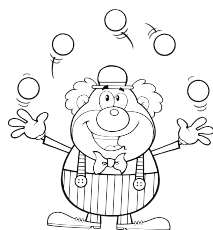




3 Read and color the correct pictures of Waleed's circus trip



Hi Grandma! I'm very excited. I'm at the circus. I can see a short, fat clown. There's an old ringmaster – he's very funny. There's a young dog trainer. The dogs are very funny! The juggler is next to the ringmaster – the show is beginning! Bye!



4 Point and say

1 Who's he?

2 He's a clown.

3 What does he look like?

4 He's...



Revision of vocabulary
and language from Units 4-6



Review 2



1 Look and complete with the words in the box

fantastic
pandas
~~going~~
Let's
next to
straight
turn
we



Hany: We're at the zoo – hurray! How about going to see the giraffes?

Amira: Great idea! They are _____ the elephants.

Hany: How do _____ get there?

Amira: Go _____, then _____ right.

Hany: OK, thank you! _____ go!

Amira: And after the giraffes, can we see the hippo?
It's across from the _____.

Hany: Yes, _____!



2 Listen and check



Revision of vocabulary
and writing from Units 4-6



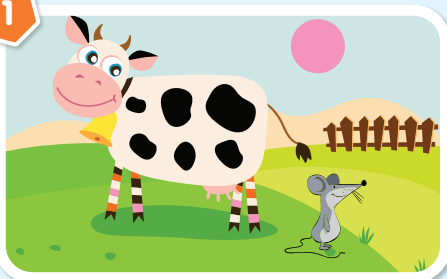
3 Listen and write

<i>air/ear</i>	<i>ph/wh</i>	<i>ou/ow</i>
1 h _ _ _ _	5 e _ _ _ _ _ _ _	9 c _ _ _ _ _
2 e _ _ _	6 w _ _ _ _ _	10 c _ _ _ _ _
3 c _ _ _ _ _	7 p _ _ _ _ _	11 m _ _ _ _ _
4 b _ _ _ _ _	8 w _ _ _ _	12 c _ _ _



4 Look and write. Then say

1



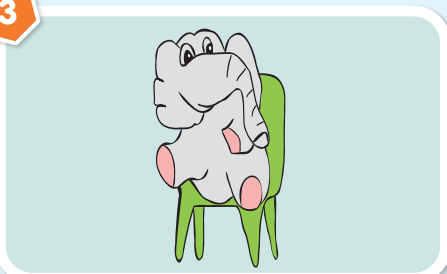
I can see a _ _ _ _ _ and
a _ _ _ _ in a field.

2



There's a _ _ _ _ _ in
the _ _ _ _ _ with me.

3



There's an _ _ _ _ _
sitting on a _ _ _ _ _.



5 Listen and check



Revision of sounds
from Units 4-6

Review 2

Now I can...

1 Look and check what you can say

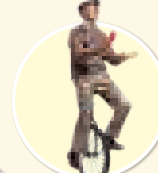
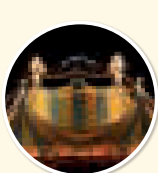
1 say furniture. ☐



2 say zoo animals. ☐



3 talk about a circus. ☐



4 say these sounds. ☐

a i r

e a r

o w

p h

o u

w h

